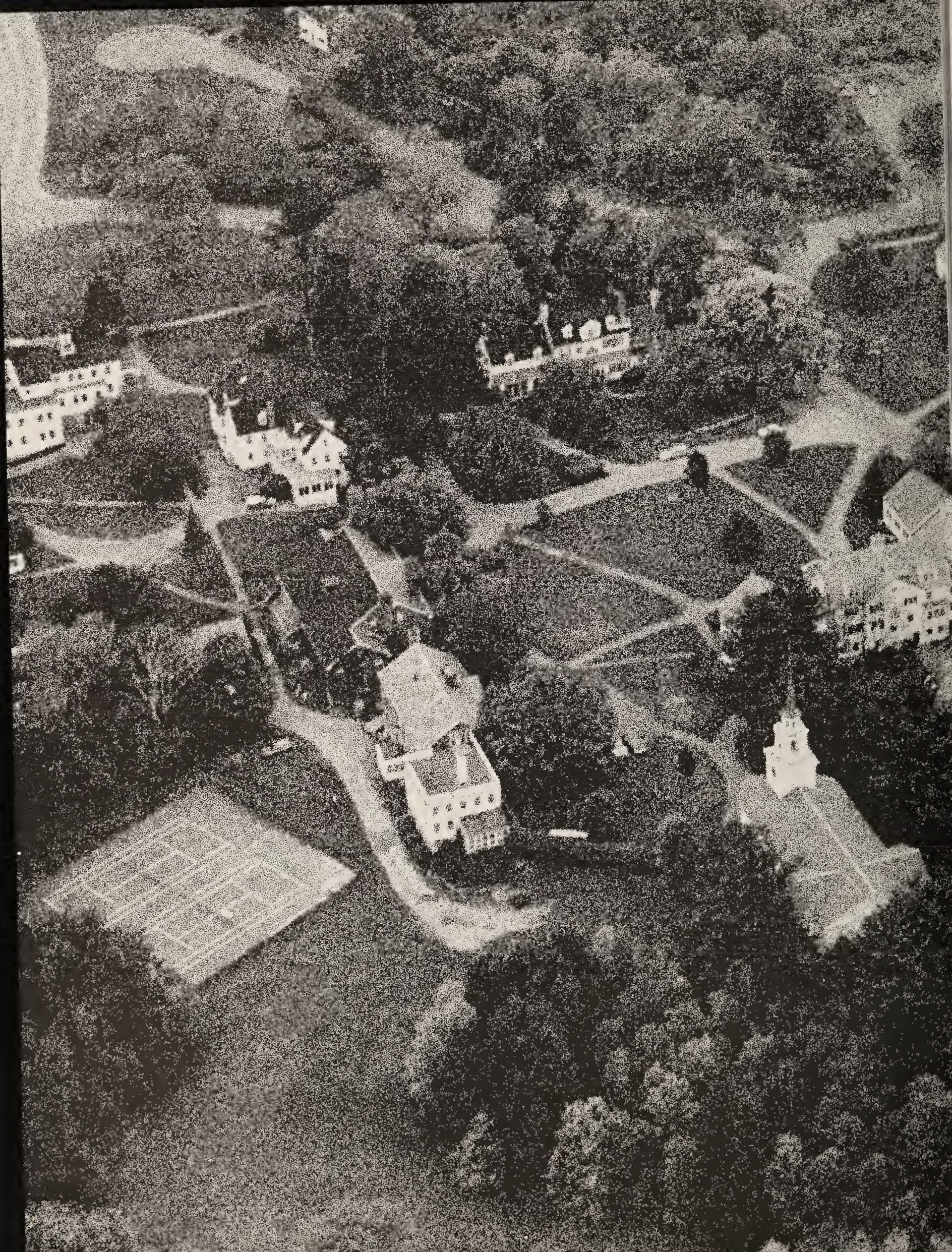
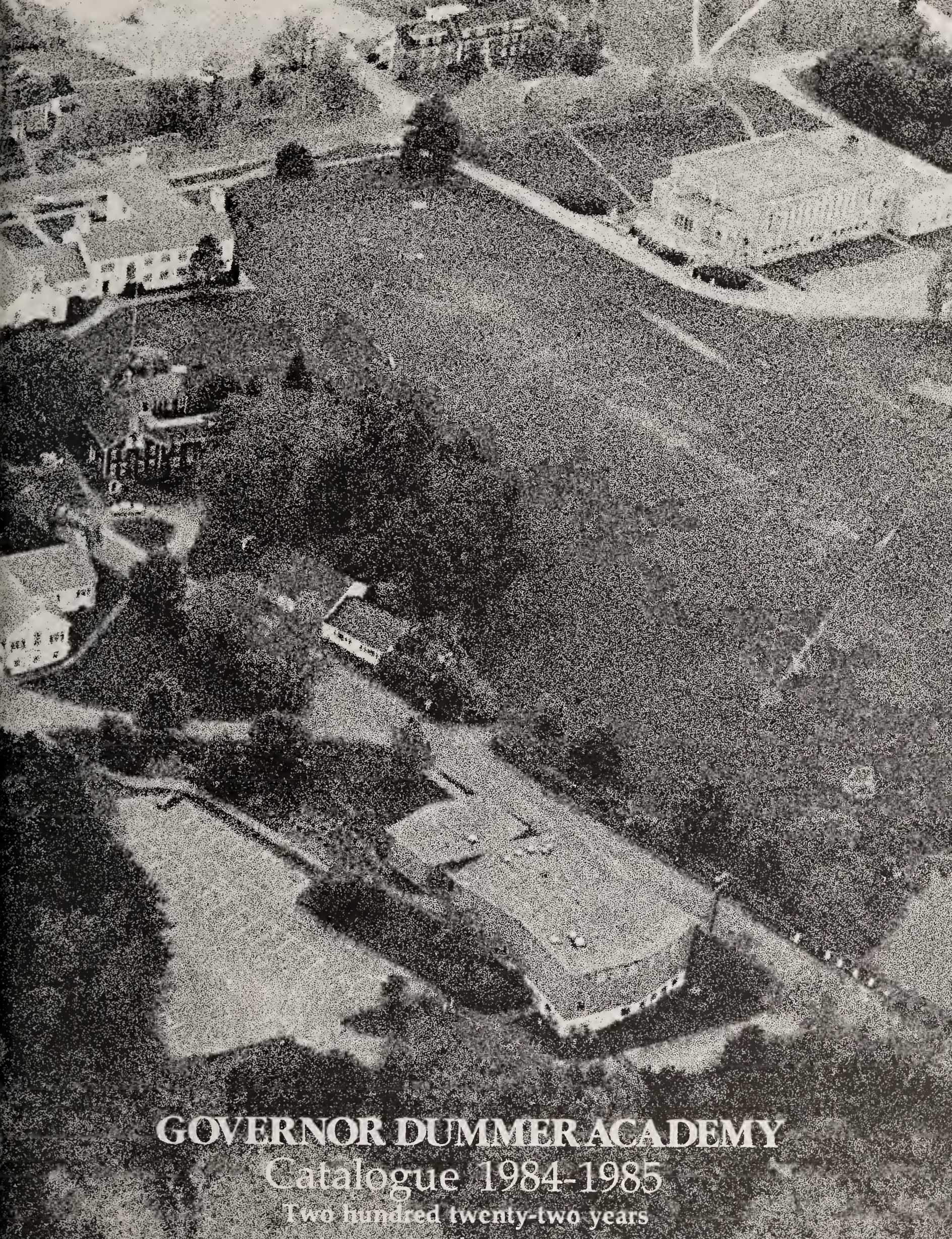
GOVERNOR DUMMER ACADEMY

FOUNDED IN 1763

Catalogue 1984-1985





GOVERNOR DUMMER ACADEMY

Catalogue 1984-1985

Two hundred twenty-two years

CALENDAR FOR SCHOOL YEAR 1984-85

Opening Days	Monday, September 10 Tuesday, September 11
Homecoming	Saturday, October 6
Parents' Weekend	Friday, October 26 Saturday, October 27
School Holiday	Monday, October 29
Thanksgiving Vacation	Tuesday, November 20 Monday, November 26
Christmas Vacation	Friday, December 14 Wednesday, January 2
Alumni Winter Games	Saturday, January 5
Mid-Year Exams	Monday, January 21 Wednesday, January 23
Winter Weekend	Wednesday, January 23 Sunday, January 27
Spring Vacation	Thursday, March 7 Monday, March 25
Reunion Weekend	Friday, May 31 Sunday, June 2
Final Exams	Monday, June 3 Thursday, June 6
222nd Commencement	Thursday, June 6 Friday, June 7

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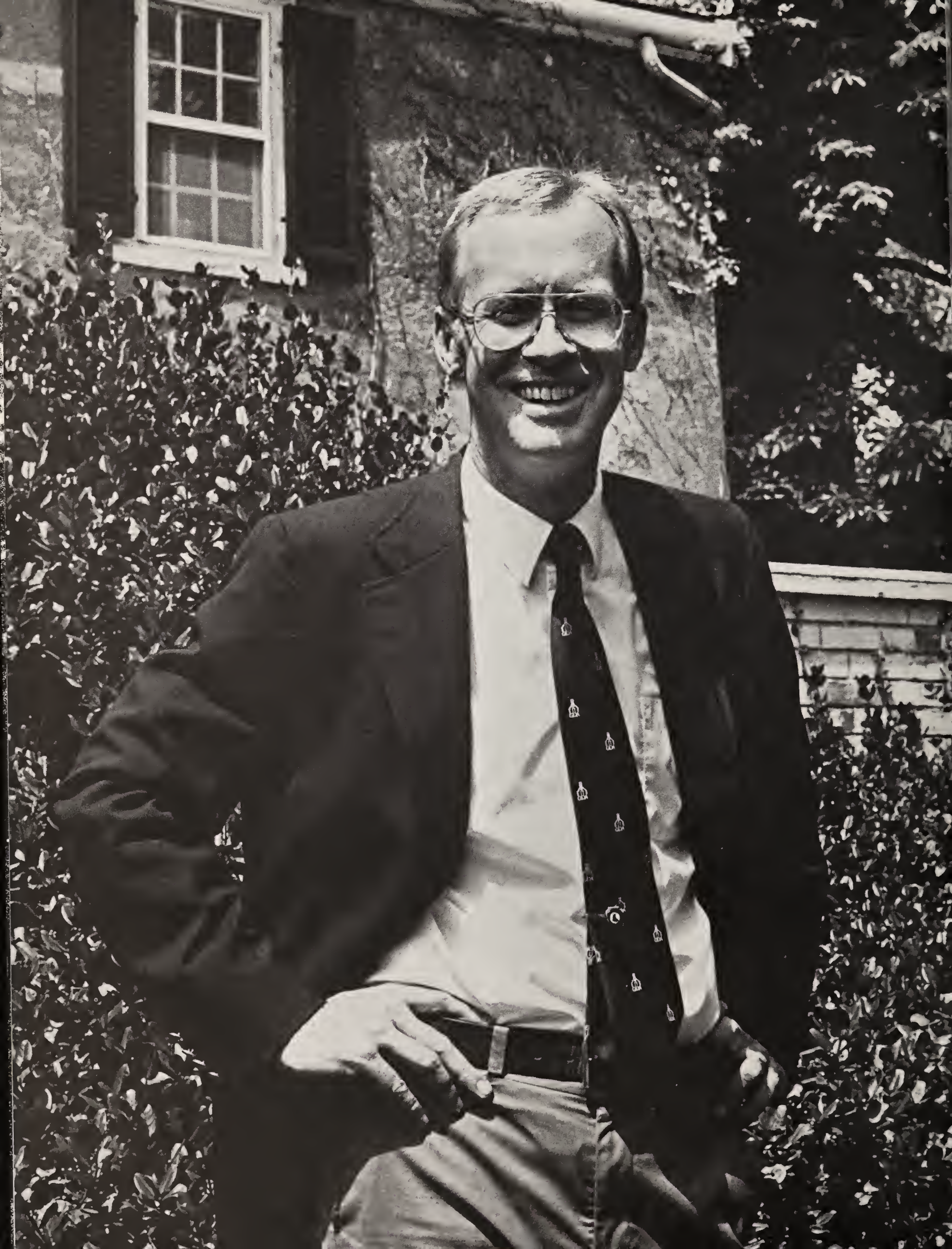


HEADMASTER'S REPORT

For two-hundred-twenty years Governor Dummer Academy has carried out the will of Lieutenant Governor William Dummer of the Massachusetts Bay Colony. A school which produced significant leaders for the initial stages of American independence today trains the young for the immense obligations of the future. For centuries a college preparatory school, Governor Dummer Academy assumes the obligation of teaching students how to think, how to contribute, and how to live.

The route through our school includes a basic curriculum uncorrupted by the whims but responsive to the definite needs of our time; the route includes involvement in the arts and humanities, spirited participation in a competitive athletic program, and opportunities for community service. Maybe less obvious but with a lasting impact upon our students is the beauty of this New England locale, of salt marshes, beaches, harbors and fishing vessels, old farmhouses, the town of Newburyport, and the city of Boston.

At the core of Governor Dummer life is the boarding experience. Deep friendships are developed during time shared in the perennial rebirth of a functioning community. Day students bring further variety, talent, and a similar commitment to a vital community; they provide avenues to the neighborhoods surrounding our school.

Come for a visit. Meet our students, teachers, and staff. We want to provide any help you need to discover our unique and enduring approach to the critical secondary-school years.

Peter W. Bragdon
Headmaster

ALGEBRA

ACADEMIC PROGRAM

Governor Dummer is first and foremost an academic institution. The academic program, which is college preparatory in nature, covers the four years of high school, grades nine through twelve. Although the curriculum is designed primarily to insure that at least college requirements are met, each department offers other than standard courses designed to be of particular interest to particular students. In small classes, which average out to thirteen students per section, close relationships are established between student and teacher and between student and student.

The school year is divided into four quarters. At the end of these marking periods, academic advisors send grades and reports to the homes of their advisees. At the same time the Director of Studies prepares and publishes lists of those freshmen and sophomores who have attained a high enough average to be excused from daily study hall and of those students who have attained academic distinction by making the honor roll. This is also a time when the Director of Studies must inform some students they have not met minimal academic achievement standards and are therefore subject to Academic Probation. Failure to meet the terms of Academic Probation (or the terms of summer make up work) may result in the student's having to withdraw from the Academy.

Each year the top ranking juniors and seniors are elected to the Cum Laude Society in recognition of outstanding scholarship.

The three main academic buildings are Parsons Schoolhouse which contains classrooms for foreign languages and mathematics, a language library, a study hall, and a computer center; the Frost Building which contains the main library of about 20,000 volumes, classrooms for English and history, an audio laboratory, a seminar room, a lecture room, and the archives; and the Schumann Science Center which contains lecture rooms, laboratories, a greenhouse, and other special facilities for general science, biology, chemistry, physics, and electronics. Classes in music, art, photography, and religion are held in special facilities in other campus buildings. Finally, the quaint old Noyes Library building has been restored to use as a seminar room for German courses and as a group meeting room.

ACADEMIC REQUIREMENTS FOR GRADUATION*

To receive a diploma, a student must successfully complete sixteen credits. Major courses are equivalent to one credit and minor courses are equivalent to one-half credit. Transcript and transfer credits require the approval of the Director of Studies. Repeated courses do not earn another credit, nor is credit given for the first year of study of a foreign language unless it is followed by subsequent courses in that language. In rare cases, exceptions to these specific requirements can be made only by the Director of Studies.

The curriculum is designed to meet the specifications for entrance to college. Therefore, course distribution requirements are fixed for all students. By graduation a student must fulfill distribution requirements in the following areas:

English. Courses 1, 2, 3, and two English 4 semester courses.
Mathematics. Courses 1, 2, and 3.
History. U.S. History and one course prior to U.S. History.
Foreign Language. Courses 1 and 2 in any one language.
Science. Two major courses (to include Science 1, if entering 9th grade).
Fine Arts. Introduction to the Fine Arts in 9th grade and one minor course in art, music, or photography.
Religion. One minor course in grade 10, 11, or 12 (if entered GDA at 9th or 10th grade).
Speech. One minor public speaking course in grade 12.

In addition to four-year credit and distribution requirements, there are minimal credit requirements for each class. For the ninth grade, five and one-half credits are required; for the tenth grade, four and one-half credits, although five are not unusual; for the eleventh grade, four credits, although four and one-half are normal and five are not unusual; for the twelfth grade, four and one-half credits, although five are not unusual.

Other constraints are placed upon seniors. They must pass all courses for the year regardless of total credits accumulated prior to the twelfth grade. Seniors may not drop or change courses after November 1, except under special circumstances when permission may be obtained from the Director of Studies to drop a course in excess of the four and one-half credit minimum and not part of the distribution requirement. Under no circumstances may a senior drop a course after midyear.

Mid-year and final examinations are part of most major courses.

With the agreement of their parents and the school, seniors may devote all or part of the spring to a project which may be academic or otherwise in nature. It may involve dropping some or all course work. It may mean living on or off campus.

*At this writing, changes in curricular format and diploma requirements are being considered which, if enacted, will apply to the Class of 1988 and subsequent classes beginning in September, 1985.

COLLEGE ENTRANCE REQUIREMENTS

It is important for each student to keep college entrance requirements in mind when selecting courses, for in some instances, these requirements may exceed the Academy's graduation requirements. The *College Handbook* and the catalogues of the individual colleges are sources of information.

Since many colleges require candidates to take College Board Achievement Tests in three different areas (usually English, mathematics, and one of foreign language, American or European history, or science) by January of the senior year, courses should be chosen with this in mind. Academy students normally take Achievement Tests on two dates: in May or June of the junior year, and in December or January of the senior year. A few sophomores find it advantageous to stand for one or two Achievement Tests upon completion of the appropriate course.

The Academey actively participates in the College Board Advanced Placement program through which students may earn college credit for satisfactory performances on the Advanced Placement Examinations administered each May; the credit is granted by the college in which the student enrolls. An increasing number of eleventh graders are opting to sit for one or two Advanced Placement exams, thus strengthening their college admission credentials. Though only two courses — Math 5 and Advanced Studio Art — are specifically designed for an A.P. syllabus, courses offered in the normal curriculum prepare the student sufficiently (supplementary work is sometimes necessary) for exams in English, American and European history, French, German, Spanish, Latin, biology, chemistry, and physics.

COLLEGE PLACEMENT

Governor Dummer students normally start thinking about their future plans about the middle of their junior year, since time and consideration are needed for intelligent planning about what follows graduation. Most Governor Dummer graduates go on to college even though a few will choose to stay out a year before entering and some will undertake other plans. During the spring of his or her junior year the student should look back on his whole secondary school career, evaluate his progress, try to determine his development and achievement as an individual, and make some decisions about his or her direction in the near future. Realistic perspectives about goals, ambitions, and projected future careers will now become important, and the college advising process is geared to help students acquire this knowledge as well as to give specific advice concerning college application.

At Governor Dummer most of the concerns of the College Office, which includes the Director of College Guidance, a college advisor, and a full-time secretary, deal with advising students and their parents about college plans. The process begins in the middle of the junior year with group meetings, individual conferences, and a planned ''College Day'' when college representatives speak to all juniors and their parents. Juniors must then begin to review a list of suggested college possibilities and should narrow the group down to a smaller number to visit. By the end of the junior year a student should be ready to spend some time during the summer visiting the colleges he or she feels most interested in, and to make sound judgments about the colleges he or she proposes to attend. The College Office urges every student to make judgments about colleges on the basis of the maximum amount of personal knowledge he or she

COLLEGES RECEIVING TWO OR MORE GRADUATES FROM CLASSES 1981-1984 ARE THE FOLLOWING:

American
Barnard
Bates
Boston College
Boston University
Bowdoin
Brown
U. of Chicago
Colby
Colgate
U. of Colorado
Connecticut College
Cornell
Dartmouth
Duke
Franklin & Marshall
Georgetown
Gettysburg
Harvard
Hobart
Ithaca
Kenyon
Lafayette
Lake Forest
Lehigh
Lewis and Clark
U. of Lowell
Mount Holyoke
U. of Maine
U. of Massachusetts
U. of New Hampshire
Northeastern
Northwestern
U. of Richmond
U. of Rochester
Rollins
St. Lawrence
Skidmore
Southern Methodist
Stanford
Syracuse
Tufts
U. of Vermont
Wittenberg
Worcester Poly. Inst.

can acquire, mostly because college is going to take up the next four years of student life and give long-range career direction, but also because current costs of education are so high.

During the senior year many students will visit nearby colleges or revisit ones which hold special interest for them. In addition, many college representatives will visit Governor Dummer to talk to interested students about their institutions, alumni interviewers from a number of colleges will hold interviews on campus, and the seniors will complete the College Board testing which they began as juniors. The actual filing of applications begins in the fall of the senior year and is done at the direction of the College Office, although each senior is responsible for the completion of his or her own applications, unless the college directions require that all materials be mailed together.

As a student approaches the end of his or her career at Governor Dummer, he must look forward to making a new start in a different place or in a different educational institution. This new beginning is often the largest ''break'' from the student's immediate past experiences and family ties, and the Academy hopes that the years here have made it possible for the student to look ahead to new challenges with confidence in his knowledge and ability and with sound preparation for a successful change from secondary education to new educational perspective.

TYPICAL STUDENT SCHEDULE

Morning Assembly	**1st Period** English 2	**2nd Period** French 2	**Conference Period**
3rd Period Religion *Tuesday, Friday*	**4th Period** Math 2	**5th Period** Lunch	**6th Period** Studio Art *Monday, Thursday* Biology 1 *Wednesday*
7th Period Studio Art *Monday, Thursday* Biology 1 Lab *Tuesday*	**8th Period** Biology 1	**Activities Period**	

ENGLISH

The English Department recognizes that the development of critical reading and precise expression is central to each student's intellectual growth. Each student is encouraged to sharpen his mind through close, analytic consideration of worthwhile literature in each of the genres and to express thoughts orally in small, seminar-type classes. The skills of producing effective prose are learned only through the repeated act of writing and rewriting; therefore, each student is assigned many expository essays, their content based upon the reading and upon issues which students are facing or will soon face in their education and in their lives as responsible citizens. To help develop proper writing style and mechanics, each student will have a scheduled individual conference with his teacher every other week.

ENGLISH 1

1 credit, 9th grade.

Freshman English is designed to help the students develop sound, individual writing styles and gain confidence in their own evaluations of literature. The literature in the course is chronologically organized. Class time will be used to present the cultural background for this literature, emphasizing developments in art and music as well as giving students a sense of the daily life lived in the various historical periods. This overview will form the basis for literary study in subsequent years. Vocabulary drawn from the literature read during the year will be studied weekly; and this practice will also continue through a student's four years at Governor Dummer. Weekly compositions will give students practice in writing critical analyses, personal and creative essays, plays and poetry. Grammar will be studied prescriptively both through exercises and through correction and rewriting of student essays. Composition competence examinations in punctuation and paragraphing will be given in this course, examinations that will be repeated in varying forms and at varying periods throughout a student's four years of English.

ENGLISH 2

1 credit, 10th grade.

The first quarter of Sophomore English will be devoted almost entirely to composition practice and development. Prescriptive work in grammar and punctuation will be combined with workshop techniques to encourage peer criticism, prewriting and rewriting. The form of the sentence, the paragraph, and the essay will be studied in succession. Students will meet with their teachers for conferences every other week, a practice that will be continued throughout the junior and senior years. The systematic study of literary genres — poetry, short story, essay, drama and novel — will be undertaken during the remainder of the year. Weekly essays will be divided evenly in subject between personal expository essays and essays of a critical nature based on the literature in the course. Competence examinations this year will concentrate on grammatical terminology and the elimination of various kinds of sentence errors and stylistic irregularities.

ENGLISH 3

1 credit, 11th grade.

The junior curriculum reviews the fundamental grammar and composition study of the sophomore year, but moves beyond it to a more sophisticated consideration of written form and style. Assigned reading carefully defines such archetypes as comedy, tragedy, romance, irony, and satire; and it introduces longer and more complex examples of the genres studied in the sophomore year — poetry and fiction. Drama is examined for its theatrical as well as its literary value. Along with classical writings, a number of important literary works — *Huckleberry Finn, Walden, The Scarlet Letter, The Great Gatsby,* and *Death of a Salesman* — are used to study literature and attitudes that seem peculiarly American.

ENGLISH 4

12th grade

Senior English 4 is comprised of a selection of two semester length courses, one in the fall and one in the spring. Scheduling conflicts and oversubscription sometimes prohibit satisfying all student preferences.

ENGLISH 4A-FALL

1 half credit.

New England: The Common Thread. We will examine the unusually rich literature of our little corner of the country by authors born here as well as those "from away." In the process we will aim to define

what is often called ''The New England Mind.'' Readings may include poetry by Frost and Dickinson; Miller's *The Crucible;* short stories by Hawthorne; Wharton's *Ethan Frome;* a novel by Marquand, Cheever, or Updike; and nonfiction by Bradford, Edwards, and Emerson. In addition to regular writing assignments, each student will be required to do independent work on a New England topic which will be published in Volume Three of *The Dunmer Spectator.*

ENGLISH 4B-FALL

1 half credit.

Varieties of Courtship. An examination of this most interesting and essential human activity, as it is exemplified in five hundred years of English literature. Students will be encouraged to appreciate the literature for its own sake and to find connections between particular forms of courtship and the history within which that courtship originated. Works for the course will include Chaucer's Wife of Bath's Prologue and Tale from *The Canterbury Tales,* Shakespeare's *Taming of the Shrew* and *Romeo and Juliet,* Goldsmith's *She Stoops to Conquer,* Wycherly's *The Country Wife,* Austen's *Pride and Prejudice,* Hardy's *Return of the Native,* and D.H. Lawrence's *The Fox.* There will also be poetry by Raleigh, Marlowe, Waller, Marvell, Donne, Blake, Keats, and T.S. Eliot.

ENGLISH 4C-FALL

1 half credit

Men & Women Alike: A Study of Women Writers. The purpose of this course is to join men and women together in the study of women writers. We will work to understand more fully the unique perspective and voice offered by women. Our discussions will consider the role of women and writers in the past, present, and future. We will examine our rapidly changing sex roles and many of the challenging issues of our time: stereotyping, careers, economics, love, sexuality, marriage, divorce, and family. While we strive to understand the differences in the sexes, we will search for sameness in our shared struggles for identity. Readings may include Walker's *The Color Purple,* Didion's *Play It As It Lays,* Morrison's *The Bluest Eye,* Plath's *The Bell Jar,* Chopin's *The Awakening,* and Bronte's *Jane Eyre.*

ENGLISH 4D-FALL

1 half credit

Literature as Myth and Vice-Versa. A wise man once said, ''Our relation to paradox is a barometer of our enlightenment''. In this course we will look at some books which vividly present and perhaps help us to relate to some of life's paradoxes. Included will be such classics as *V, Flight to Canada,* and *Trout Fishing in America,* plus works by Poe, Ephron, Plath, and Elkin.

ENGLISH 4F-SPRING

1 half credit.

A Foray into ''Modernism''. What's going on in the twentieth century? Is the ''self'' finally being realized, or are we merely reaping the whirlwind? Does anyone really know? Should we know? Can we know? In this foray into ''modernism'', we will try to get a handle on the twentieth century by reading some of the best British and American literary minds of the first half of the century. We will also investigate the visual and musical arts for a short time to see how they reflect the spirit of the age. Authors read will include Yeats, Hardy, Eliot, Joyce, Woolf, Beckett, Owen, and Empson.

ENGLISH 4G-SPRING

1 half credit.

Creative Writing Workshop. Although students will be asked to write, initially, in each major form — the poem, short story, drama, and essay — they will then be encouraged to work at length and in depth in one form of their own choosing. There will be three class meetings and one individual conference each week. At the end of the spring an anthology including the best of each student's writing will be published.

ENGLISH 4H-SPRING

1 half credit.

The Writing Process Workshop. The aim of this course is to make us writers for one semester. The sole material of the course will be our writing. This is intended to allow us to develop confidence in our writing process, in our personal voice, and in our ability to think and write independently about our experiences. There will be three class meetings and one individual conference each week. Writing groups will be established to promote feedback and to provide an authentic audience for our work. Publication will be required. The final goal for the class will be the design and production of a magazine with representative pieces from each writer.

ENGLISH 4I-SPRING

1 half credit

Contemporary Classics.

Moby Dick by Herman Melville was recently voted by a panel of readers as one of the ten greatest books of alltime and as one of the ten most boring books of alltime. But was it considered a great book when it was first published in 1851? No; back then it was merely boring. It takes years, sometimes centuries, for many classic books to be recognized as such; but through this course you can study right now the books that will not be known as classics until your sons and daughters are in school, and maybe not even then. The course will focus on four never-remembered or quickly-forgotten, but nevertheless great, novels: *At Swim-Two-Birds* by Flann O'Brien, *Sometimes a Great Notion* by Ken Kesey, *92 in the Shade* by Thomas McGuane, and *The Monk* by Monk Lewis. This reading will be supplemented with related shorter works by Hawthorne, Updike, Forche, and Harrison among others.

HONORS ENGLISH

12th grade.

Students receiving B- or better in English 3 are eligible for the Honors English Seminar which meets for two hours in the evening every other week. Reading and papers in this course are prepared in addition to the regular English 4 work. The seminar is led by four different English Department members throughout the course of the year. It gives strong students the opportunity to work with students equally strong and to confront more challenging reading and writing assignments.

ENGLISH AS A SECOND LANGUAGE

1 credit.

A course for foreign students taken in the student's first year at the Academy (and later, if necessary). The linguistics half is similar to Language Study; the other half of this course consists of instruction in a literature and composition program designed for students for whom English is a second language. This course is taken concurrently with an appropriate normal English course.

LANGUAGE STUDY

1 credit, 9th grade.

This course provides supplemental training in fundamental English skills over the entire year. Emphasis will be on writing mechanics, grammar, rhetoric, and vocabulary. In general, the English Department and Director of Studies will select the students for this course.

SPELLING

No credit.

A short-term tutorial to bolster students throughout the school who are identified by faculty as having a particular need in this area.

For students requiring remedial work in reading and for students with severe spelling problems, tutoring can sometimes be arranged for an additional fee.

The Academy will enlist the services of an outside agency to provide, for a fee, an enrichment course in improved reading proficiency and study skills. The course is designed to be helpful to every student, no matter what his present capabilities.

MATHEMATICS

As the Queen of the Sciences and one of man's mightiest intellectual achievements, mathematics stands at the heart of classical liberal education as well as serving an essential function in theoretical and applied science and technology. Increasingly, mathematics is becoming the familiar tool of business, medicine, and the social sciences. More and more college majors require concurrent study of mathematics.

The mathematics curriculum intends to develop competence in basic mathematical skills while exposing the student to the nature of the mathematical enterprise. Emphasis is placed on mathematical facts and concepts, the perception of patterns in space and numbers, logic and the development of proof, and the structure of mathematical systems. Nurturing disciplined thinking and precision in the use of language, the ability to arrive at valid generalizations and develop appropriate strategies is fostered.

Courses beyond those required prepare the student for pure and applied mathematics college programs as well as other disciplines relying on mathematics.

The Academy is blessed with modern computing facilities. The WANG-GOODHUE COMPUTING CENTER in Parsons Schoolhouse consists of fourteen Wang Professional Computers and is accessible to faculty and students every day between 7:30 a.m. and 10:00 p.m. for classwork, individual assignments, or personal creative investigations. Scattered in the three principal classroom buildings are six others, with more likely in the near future.

Each computer supports a high-resolution video screen and single or double floppy disk drives for storage of the student's own programs and data files. Several printers and plotters provide for hard-copy output. Five of the systems are networked together to provide access to the school's library of programs stored on a ten-megabyte hard disk. As currently configured, these micro-computers support the languages of BASIC and Pascal, along with Wang Word Processing.

All students in Math 2 are instructed in the rudiments of computer programming and the functions of each device comprising the system. Courses in the mathematics department subsequent to Math 2 expect the student to submit original programs related to the mathematics studied. Interested freshmen may get an early start through the help of teachers and other students. For the serious computing student, an elective half-course in Intermediate Programming is available, and the new Advanced Placement course in computer science is being considered. Other academic departments are beginning to employ the computer as a tool for their existing curricula.

MATH 1
1 credit, normally in 9th grade.
Algebra I. A logical development of a first course in algebra emphasizing basic concepts, understanding, and fundamental skills. The course content includes the real number system, algebraic symbolism and its application (translating from English to mathematical language), graphs of linear relations, radicals, and the quadratic formula.

MATH 2
1 credit, normally in 10th grade.
Geometry. Euclidean and coordinate geometry in 2 and 3 dimensions. Emphasis is placed on clear and precise language and the construction and understanding of deductive proofs in an axiomatic system. A special three-week introduction to computer programming is included.

MATH 3
1 credit, normally in 11th grade.
Algebra II and Trigonometry. An intermediate course which redevelops the concepts of the first course and extends them to a more mature understanding of the ordered field properties; inequalities, polynomial, exponential, logarithmic, and trigonometric (circular) functions; conic sections; rational, real, and complex numbers systems; and graphing techniques. Students are prepared to take the Math Level I Achievement exam.

MATH 3A
1 credit.
An honors section of Math 3, offering deeper coverage and introducing probability, requiring departmental recommendation. Students are likely to continue to Math 4A and/or Math 5.

MATH 4C
1 credit.
Finite Mathematics.
Topics from linear program-

ming, computer programming, elementary combinatorics, probability, and descriptive statistics are investigated along with review of some rudimentary material. Emphasis is placed on modeling real world problems. The course is intended for students not yet ready for the traditional track (Math 4B) but for whom more mathematics will be useful in business and social science studies. A traditional pre-calculus course probably should follow this course prior to the study of calculus in college.

MATH 4B
1 credit.
Pre-Calculus Mathematics. Review and extension of material of the first three courses: algebraic structure and proof, the elementary functions, conic sections, matrices, sequences, the binomial theorem and mathematical induction, and elementary probability. The course is intended for students leaning toward sciences or mathematics, or simply wishing to maximize their college major options. Students are prepared for mid-year Level I Achievement exam or end-of-year Level II.

MATH 4A
1 credit.
Honors Pre-Calculus. Two-thirds of year devoted to elementary functions, analysis, limit theory via sequences, and an introduction to the calculus of polynomials; last third devoted to probability and statistics, making some use of the computer. Other topics reviewed as needed. Achievement exam preparation the same as Math 4B.

MATH 5B
1 credit.
AB-level Advanced Placement Calculus. Includes analytic geometry, limit theory and continuity, differential and integral calculus of the elementary functions, geometric motivation and formalism, and applications to graphing and physical situations. Advanced Placement exam administered in mid-May. Level II Achievement exam. Math 4B or 4A prerequisite.

MATH 5A
1 half credit.
Taken concurrently with Math 5B in preparation for the BC-level Advanced Placement Calculus exam; offered only if sufficient demand exists. Topics include a closer look at limit theory, continuity and convergence, power and Taylor series, elementary differential equations, methods of integration, approximation techniques, polars, vectors, and parametrics. Advanced Placement exam administered in mid-May. Achievement exam Level II. Math 4A or 5B prerequisite.

MATH 6
Advanced topics in Mathematics. This course is for students who have completed Math 5B as juniors; it may be offered either as a full or half credit option. Topics will include: material from Math 5A in the winter to prepare for the BC-level AP exam; the notion of proof by investigating group theory in the fall; and a topic selected by the instructor for the spring, perhaps computer related.

COMPUTER SCIENCE 1
1 half credit, normally in 11th or 12th grade. Intermediate Programming. Programming will be done in BASIC on our Wang Professional (micro-) Computers—although Pascal may be introduced near the end—with an emphasis on flow-charting, structured program design, program review in groups for ''debugging'', and documentation for utility and clarity. Specific topics will focus on format control, menu-driven systems, arrays, subroutines, sorting, string processing, file storage and manipulation, and user-defined functions. The classroom will blend lecture-demonstrations; problem solving; and hands-on, supervised programming. Prerequisite: The Math 2 introduction to programming or its equivalent as approved by the instructor.

NOTES:
1. At the start of the fall term all students in Math 2 and 3 will review and be tested in fundamentals of Algebra 1. Students with deficiencies will receive supplementary instruction; those with serious deficiencies will be placed back into Math 1.
2. Very strong students of Algebra I who have more than an abiding interest in mathematics/science may take Math 2 and Math 3 concurrently with the approval of the Advisor, the Department Chairman, and the Director of Studies.
3. Students completing the Math 1 - 3 requirement prior to the 11th grade must earn departmental approval on Level-I Achievement or enroll in Math 4.
4. Students who are aiming for engineering or business colleges or who wish to keep as many college major options open as possible will need to study four years of mathematics.
5. Placement in courses beyond Math 3 will be determined by the Department's recommendations.

HISTORY

History at the Academy is an exciting investigation of people moving through time, and the multitude of problems and promises that we are heir to. Each course in the History Department is designed to introduce the student to the heritage of our culture as well as cultures around the world. Recent additions to the curriculum in the social sciences focus on the political, economic, social, and ideological dimensions of mankind.

To stretch reasoning, to sharpen critical skills, to make contemporary events understandable, to comprehend the interrelatedness of our complex civilization are some of the basic reasons for studying in this Department. We view the offerings as a means to think, read, write, and speak analytically, often to study areas of man's experience never met before. Students learn in frequent discussions the value of interpretation, evaluation, and criticism. Our research projects encourage the effective use of primary sources and the library. We view our study as a universal one, giving each student the tools so necessary for effective analysis and interpretation.

The program at Governor Dummer contains a wide variety of options for every student. One history course must be taken prior to the required course in United States History.

ANCIENT HISTORY
1 credit, normally in 9th grade. This introductory course concentrates upon the study of the rise and fall of nations and civilizations. Its three-term sequence of study includes the early civilizations of the Near East, Ancient Greece, and Ancient Rome.

MODERN EUROPEAN HISTORY
1 credit, 10th grade.
A survey course emphasizing political, economic, and social development of Western Europe from the age of Absolutism to the present. Stress is placed upon the origins and consequences of industrialization, the rise of the middle class, and the evolution of totalitarianism.

UNITED STATES HISTORY
1 credit, 11th or 12th grade. This chronological survey focuses upon the governmental and decision-making processes in the nation's history. Included throughout the study is the intensive investigation of the major issues and events in American History.

UNITED STATES HISTORY (HONORS)
1 credit, 11th or 12th grade.
This section will undertake a more intensive study of American History than do the regular sections, and the approach should be very suitable for students interested in taking either advanced placement or achievement tests at the end of the year. The course syllabus will emphasize readings from a number of authors in paperback, work with documents, exposure to American literature and analytical work in political, economic, constitutional, and social history of the United States. Admission to this section will be with departmental approval only.

CHINESE HISTORY
1 half credit, Fall, 11th or 12th grade. The course examines "traditional China" and the agonies it has undergone as it has attempted to join the twentieth century world.

MACROECONOMICS
1 half credit, Fall, 11th or 12th grade. This course undertakes a detailed study of the national economy. Production, savings and investment, consumption, inflation, unemployment, and income distribution are studied closely. The tools of economic science are examined, as well as traditional demand and supply analysis. The lives, thoughts, and theories of the world's great economists are investigated as well, giving each student a solid background in understanding not only capitalism, but also other economic systems.

RUSSIAN HISTORY
1 half credit, Fall, 11th or 12th grade. The course stresses political, social, and geographic factors in the development of modern Russia. Political thought and modernization are important themes throughout the course, which will emphasize the period from Peter the Great to the present. (Not offered in 1984-85.)

SOCIOLOGY
1 half credit, Fall or Spring, 12th grade. This course explores the sciences of human interaction by first investigating several

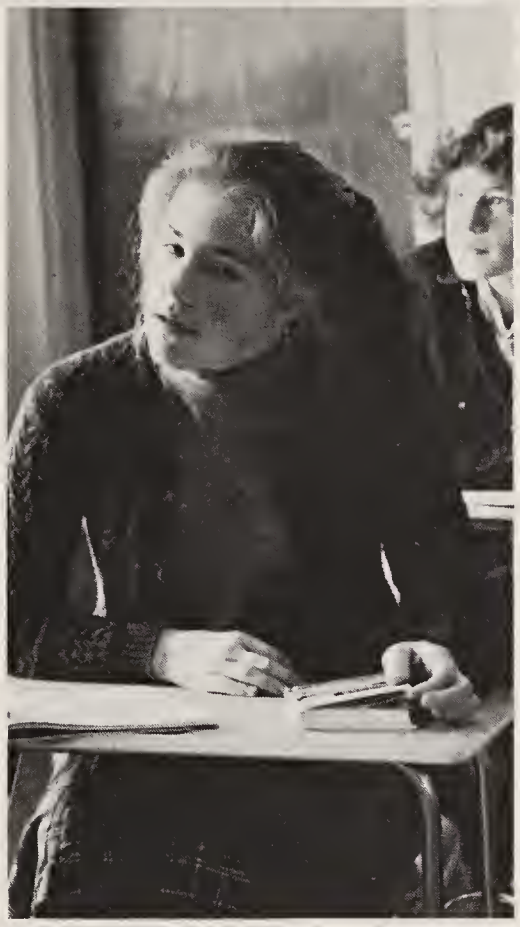
topics in sociology, including cultural sociology, group behavior, social institutions, and social problems.

INTERNATIONAL RELATIONS
1 half credit, Spring, 11th or 12th grade. The course examines modern international relationships from the point of view of the United States. Subject areas will vary from year to year. (Not offered in 1984-85.)

JAPANESE STUDIES
1 half credit, Spring, 11th or 12th grade. This course will be a study of Japan, its unique culture, people, and history.

MICROECONOMICS
1 half credit, Spring, 11th or 12 grade. In this course the student will undertake a detailed examination of firms and industries within the world and national economy. Prices and allocation, the market in movement, market failures, as well as the operation of firms under varying forms of competition are studied from a theoretical as well as practical standpoint. The lives and works of economists are investigated, with special emphasis placed on the works of recent Nobel prize winning economists.

PSYCHOLOGY
1 half credit, Fall or Spring, 12th grade. This investigation into the sciences of human interaction will analyze, among other things, normal growth and development, major personality theories, the unconscious, and self-discovery.



FOREIGN LANGUAGES

The Department of Languages offers full training in French, German, Spanish, and Latin.

In the modern languages, with the aim of teaching students to read, write, speak, and understand, all class work at all levels is conducted in the language under study. The main goal is to develop fluency at the ''conscious'' stage of language learning, i.e., using the language slowly, applying the rules of grammar, reasoning various relationships, and, in effect, using the language creatively. It is hoped that in the advanced classes students will move to the ''automatic'' stage of language learning, i.e., using the language substantially like their mother tongue.

At all levels, culture and history are presented in order to develop an appreciation of the contributions of other civilizations.

The Academy has a modern cassette Audio Laboratory which is used in conjunction with modern language courses.

The aim of the Latin program is to make a contribution to the students' ability to communicate—to read, to write, to speak correctly, and to understand grammatical terms so that they are able to use their own language more clearly and effectively. Latin is unique in its ability to help build English vocabulary and develops a strong base for the pursuit of further language studies. The study of Latin grammar provides the basis for a later reading of the classics. Latin presents the opportunity to learn about the private lives, the mythology, the literature, the history, and the institutions of the Romans; and it furnishes the background for the pursuit of many careers.

The Department administers the Carroll-Sapon *Modern Language Aptitude Test* to all students in their Freshman and Sophomore years. This diagnostic test aids in the determination of language-related learning ability.

Satisfactory work at the third year level of a language permits a student to take the CEEB Achievement Test; more advanced work may lead to the Advanced Placement Examination if desired.

Two years of one language are required for graduation, but the Department recommends that students considering the major liberal arts colleges take at least three years of a foreign language. We also try to hold to a policy of offering as advanced a level as students are prepared to go.

The Department sponsors trips to foreign language plays and events in the area, and is happy to organize and chaperone trips abroad during school vacations when interest warrants.

With the completion of German II, students of German are eligible to participate in GDA exchange program with the Gymnasium Am Heimgarten of Ahrensburg, West Germany. Students reside with local families, attend classes and special tutorials in German at the Gymnasium, and travel extensively through North Germany.

FRENCH I or II
1 credit each.
Basic communication skills, both oral and written, are developed. Essential grammar is presented and the student is introduced to the civilization of France and the French-speaking world. Beginning reading skills are developed and a collection of readings supplements the text.

FRENCH III
1 credit.
Work is continued on communication skills. The major periods of French history are presented, and the student is introduced to French literature.

FRENCH IV
1 credit.
An intensive review of grammar and verb forms is undertaken. Much attention is paid to the writing of short essays, reading and discussion of literary works, and translation.

FRENCH V
1 credit.
The course is much like French IV but with more independent work. Emphasis is placed on developing insight into literary problems and composition skills.

GERMAN I
1 credit.
Elementary grammar is introduced and skills in speaking, writing, and translating are developed. The student becomes acquainted with the customs and culture of the four German-speaking nations. Also included is work with an elementary reader.

GERMAN II
1 credit.

The study of grammar is continued, but with greater emphasis placed upon writing and vocabulary development through the composition of short narratives based upon stories read in class. One short detective novel is also read.

GERMAN III
1 credit.
The study of grammar is completed, and the student concentrates on the expansion of his vocabulary and stylistic sophistication through the study of texts dealing with German literature and modern culture. Regular practice in conversation and composition solidify his active skills in the language.

GERMAN IV or V
1 credit each.
German grammar is reviewed, but greatest attention is given to increasing overall command of the German language through weekly papers, oral presentations and discussions of current topics, and intensive study of poetry and works of modern German literature by authors such as Brecht, Dürrenmatt, and Kafka.

SPANISH I or II
1 credit each.
Basic communication skills, both oral and written, are presented. Emphasis is placed on vocabulary building and grammar. Hispanic civilization and customs are introduced.

SPANISH III
1 credit.
Work continues on communication skills. Literature is introduced. Class discussions and essay questions are based on readings about Spain and Latin America.

SPANISH IV or V
1 credit each.
Grammar and vocabulary are thoroughly reviewed. Essay writing is stressed. The works of Garcia Lorca and 20th century Spanish-American writers are read and discussed.

LATIN I
1 credit.
Basic grammar and vocabulary are presented. Beginning reading and translation skills are developed.

LATIN II
1 credit.
The presentation of grammar is completed and students develop their translation skills by reading about the Argonauts and selections from Julius Caesar and mythology.

LATIN III
1 credit.
A brief but intensive review of grammar is undertaken. Readings include Cicero, selections from Ovid's *Metamorphoses*, and an introduction to verse.

LATIN IV or V
1 credit.
Along with continued work in grammar, the major reading for this course is Virgil's *Aeneid*.

LATIN IV or V
1 credit each.
Along with continued work in grammar, the major reading for this course is the lyric poetry of Catullus and Horace. (Not offered in 1984-85.)

SCIENCE

The main objective of the science department is to aid students in developing an appreciation for the scientific way of problem solving. Throughout the department students are encouraged through generous amounts of laboratory experience to develop an understanding of the empirical method as well as the role of rational thought and model building. Stress is laid on how theories and laws are developed rather than the accumulation of facts.

With the heavy orientation on discovery through laboratory work, students develop a sense of doing science rather than simply reading about an organized and static collection of knowledge. It is hoped that the students become aware of the vitality and continuing development of science as one of man's great intellectual achievements.

Although a student can achieve considerable depth in any one of the science fields offered, breadth by exposure to each of the three basic areas of chemistry, physics, and biology is encouraged.

SCIENCE I
1 credit, required for all 9th graders. A course comprised of four mini-courses. All students start the course with a basic skills unit in the first quarter: The nature of science, methods of observation, techniques of measurement, modeling, and predicting are developed. Three units follow the first mini-course to introduce concepts and further techniques in physics, chemistry, and biology. Such concepts as hydrostatics, electricity, gas laws, the structure of matter and chemical reactions, and an ecological approach to biology are introduced.

BIOLOGY 1
1 credit.
A hands-on approach to biology with emphasis on laboratory observation and experimentation, unity, interaction, and continuity of life. The student is introduced to the nature of science through biological models.

BIOLOGY 1H
1 credit.
An honors, introductory survey course in biology emphasizing the continuity of life from a bio-chemical point of view. One year of chemistry is prerequisite.

BIOLOGY 2
1 credit, 12th grade.
A second year course dealing with biochemistry, physiology, evolution, and genetics. Laboratory work includes the making of histological slides, bacteriology, and a study of the student's choice. Biology 1 prerequisite; not recommended as a sequel to Biology 1H.

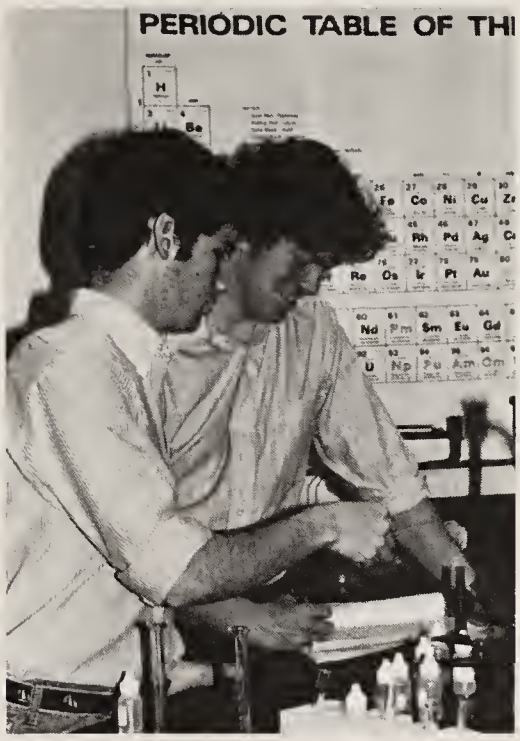
BIOLOGY 3
1 credit, 11th or 12th grade.
A full year course divided into one semester of ecology and one semester of marine science. The ecology study is a second year biology course based on the concept of the ecosystem. The biology of individuals, populations, and communities will be treated in class and in the laboratory. Marine science will cover the basic principles of geology, chemistry, physics, and biology as they relate to the oceans. Biology 1 or 1A is prerequisite; one year of chemistry or physics strongly suggested.

CHEMISTRY
1 credit, 10th, 11th, or 12th grade. A general introduction to chemical theory and laboratory procedures.

CHEMISTRY-H
1 credit, 10th, 11th, or 12th grade. An honors course for students with strong aptitude and interest in science. Using an advanced level text and meeting seven periods a week, this course offers a more rigorous and comprehensive introduction to chemical theory and laboratory technique than is offered in Chemistry.

ADVANCED CHEMISTRY
1 half credit, 11th or 12th grade with permission of the department. A general review followed by projects or topics chosen by students and instructor.

PHYSICS
1 credit, normally 12th grade.
Designed for the student who is less certain of his interest in and need for the study of physics. The course will be less exploratory than the PSSC course and will afford the student more opportunity to practice his basic mathematics skills in repetitive problem solving. A student who succeeds in this course should be able to handle the CEEB Achievement Test in physics as well as succeed in a college physics course.



PHYSICS-H
1 credit, 11th grade.
An honors course, based on the PSSC curriculum, for students who aspire to the more selective colleges and plan to study science, mathematics, engineering, or other courses heavily dependent on a physics background. Students in this course should have strong mathematics skills. Advanced Physics is recommended as a follow-up in 12th grade.

ADVANCED PHYSICS
1 half credit, 12th grade with permission of department.
A continuation of PSSC Physics considering electricity, magnetism, and atomic structure. Relativity, quantum mechanics, and rotary motion are also studied.

ELECTRICITY 1
1 half credit, 10th, 11th, or 12th grade. A course in DC and AC network analysis. Resistive, capacitive, and inductive elements are examined in various circuits. The course is almost entirely laboratory oriented.

ELECTRICITY 2
1 half credit, 11th or 12th grade.
A programmed independent-study course in advanced circuit analysis, tubes and transistors, and basic electronic devices such as power supplies, amplifiers, and oscillators.

INDEPENDENT STUDY
1 half credit.
Requires planning with and written consent of a Science Department instructor at the time of registration.

NOTES:
1. Potential science majors who plan to study each of the three basic science courses are advised to follow the sequence: Chemistry, Physics, Biology 1H.
2. Engineering candidates should include both chemistry and physics in their programs; they should plan to take a College Board Achievement Exam in either one or both, along with mathematics.
3. Potential pre-med and biology majors should take chemistry first and then Biology 1H. Physics would be most helpful to these students, either prior to or following Biology 1H.
4. Full-credit science courses, except Science 1, meet 6 or 7 periods per week, including laboratory periods.

FINE ARTS

The impossibilities of today are the possibilities of tomorrow.
Charles Ives

Joy in looking and comprehending is nature's most beautiful gift.
Albert Einstein

It is the goal of the Fine Arts program at the Academy to provide the necessary education, guidance, and inspiration to allow each individual student to discover and pursue the creative process, which is an essential part of the complete education of the whole person.

In our society which is so filled with media and messages, our senses are bombarded by such diverse stimuli that a keen, intelligent, and educated eye is needed to discern the sometimes subtle differences between ancient and modern, between craft and art, between talent and genius, not to mention between good and bad. Such education will help initiate critical awareness; provide scientific, mathematical, and historical perspectives; and reinforce and develop self-discipline, perception, and self-expression.

Elective courses and activities are offered in dance, music, painting, photography, visual art, and theatre. Approaches vary greatly due to the diversity of a dedicated and highly talented staff.

INTRODUCTION TO THE FINE ARTS
1 half credit.
Required of all ninth graders. Students are introduced to the world of fine and performing arts through both historical studies and applied, creative experiences. The course considers choral work, cultural history, music, theatre and movement, and visual arts/drawing.

ART HISTORY
1 half credit.
Lecture slide presentations of significant works, major themes, and important artists and schools in the history of art; emphasis is placed on understanding a work of art in relation to its cultural context; reading from a standard text on the subject; and occasional papers and reports.

STUDIO ART 1A
1 half credit.
This course is designed for the student who wishes to explore art and is curious to learn something about the creative process and his own imagination. Specific assignments will be given in which the student will explore self-expression in various media. Emphasis will be placed on three-dimensional drawing, basic color theory, design and graphic techniques, and three-dimensional design. Media will include pencil, block print, acrylic painting, silk screen, and clay. Student work will be shown in two annual student exhibits. Cost of supplies is approximately $60.

STUDIO ART 1B
1 half credit.
This is an intermediate course for the more serious art student who wishes to explore further the media covered in Studio Art 1A. The first semester will emphasize drawing and painting; the second, graphics and sculpture, with attention to the College Board Advanced Placement requirements. Student work will be shown in the two annual student exhibits. Studio Art 1A and the instructor's permission, or audition by portfolio are prerequisites.

ADVANCED STUDIO ART
1 credit.
This course is for the seriously committed art student who is interested in fulfilling the College Board Advanced Placement requirements. Along with their studio work, students will be required to do readings from artists' essays, Arnheim's *Art and Visual Perception,* Rolo May's *The Courage to Create,* Herbert Read's *Art and Society,* and other related readings; occasional papers will be required, as will considerable independent work. Students will conceive and carry out their own independent program and projects. The first semester will be devoted to working with the human form with a life model; the second will consist of student projects in two different media, meeting with departmental approval. Normal prerequisites are Studio Art 1B and permission of the department.

PHOTOGRAPHY
1 half credit, 10th, 11th, or 12th grade. A basic course in photographic techniques; including visual perception and expression, the camera, and darkroom skills. A 35 m.m.

camera with adjustable aperture and shutter speed plus a light meter is required. Students show their work in exhibits throughout the year, and their work is often reproduced in various school publications. There is a lab fee of $35, and students typically spend another $75 to $100 for personal supplies.

INDEPENDENT STUDY
1 half credit.
Individual study in art or photography as arranged by the student in consultation with an advisor from the art department.

THEATRE
1 half credit.
This course will meet twice a week. The focus will be performance: reading prose and poetry aloud, building a character, developing a scene or short play with other actors. We will study the principles of mime, movement, voice, language, the vocabularly of the stage, sets, audience/performer relationship, even basic directing. Class time will be spent on exercise in these areas, on rehearsal, and on performance. The goals of *Theatre* are twofold: 1) the development of self-confidence and ability in the student; and 2) the development of awareness of and sensitivity to the art of the drama.

THE KAISER VISUAL ARTS CENTER

The Kaiser Visual Arts Center is scheduled for completion in December, 1984. It will contain an art gallery, a ceramics studio, an art studio, a photography lab and darkroom, and classrooms. During the school year, professional artists are chosen to display a wide variety of media and style. A reception is held for each exhibit and affords the student an opportunity to meet artists and talk with them about their work. There are also three student exhibits each year: one presenting photography; one exhibiting drawings, prints, and watercolors; and one showing acrylics, collages, and sculpture.

MUSIC

The aim of a school music program should be to acquaint the student with as many of the aspects of music production as can be meaningfully absorbed. We try to provide an opportunity for the students to deal with musical composition, performance, and knowledgeable listening. The classroom courses in music theory, electronic music, and music history deal largely (though not exclusively) with composition and listening, whereas our performing groups, the jazz band, glee club, and chamber ensemble, provide opportunity for improving performance skills. Likewise, students who study privately have many opportunities for performance.

A student who is planning to continue music training after Governor Dummer would be wise to take each of the courses, as they deal in quite different specific areas, and having done so, should be able to understand the total processes of music.

The Music Department is staffed by highly qualified, conservatory-trained personnel, who are assisted by periodic visits from professional Boston and New York area musicians, offering both performances and interesting lectures.

Governor Dummer is endowed with exquisite pianos and excellent, well-equipped facilities located in Thompson Performing Arts Center and throughout the campus. Arrangements have been made so that any student who wishes may rent any instrument.

ELECTRONIC MUSIC COMPOSITION
1 half credit, 10th, 11th, or 12th grade. Designed to allow the student to be creative in the world of sound. The electronic music studio is substantial, including a Moog synthesizer, digital sequencer, and two- and four-channel tape decks. A performance of student works is given in the spring. No musical or electronic background is required.

HISTORY OF AMERICAN MUSIC
1 half credit, 10th, 11th, or 12th grade. This is a survey course tracing the development of American popular music including jazz, rock, folk, and Broadway musicals. The course covers music from the American Indian to the present, examining musical styles, composers, and performers through influential classical music as well as extensive ear-training and music theory. No musical background is required, but it is helpful. (Either this course or Music History will be offered in 1984-85 depending on demand.)

MUSIC HISTORY
1 half credit, 10th, 11th, or 12th grade. The course covers stylistic changes from the Renaissance through the present. Emphasis is placed on the study of the evolution of form, orchestration, and sociological influences on music. Twentieth Century music is considered during the Spring. Some musical background is preferred. (Either this course or History of American Music will be offered in 1984-85, depending on demand.)

MUSIC THEORY
1 credit, 10th, 11th, or 12th grade. Introduces the student to the basic elements of music through performance, composition, and improvization stressing contemporary, classical, jazz, and rock styles. The student is required to bring his instrument to class. The course is a combination of history, theory, and performance and, at the same time, provides the proper stimuli for accelerated individual progress while engaging in a team or ''family'' group endeavor. Intermediate fluency on an instrument and an audition are required for enrollment.

ADVANCED IMPROVISATIONAL MUSIC
1 half credit, 10th, 11th, or 12th grade. A continuation of the theory workshop course with an emphasis on performance and on in-depth analysis of major jazz and rock styles. This course is particularly effective in the small, private school music curriculum, for it is ideally suited to a small ensemble, of any orchestration, and deals with the many aspects of jazz, the music that is so uniquely American. An audition and a previous theory course are prerequisites.

INDEPENDENT STUDY IN MUSIC
1 half credit.
Primarily intended for advanced study in composition, electronic music, and history. While the course requires the permission of the Director of Music prior to June 1, any student is encouraged to apply if he has completed a music course in his area of interest.

PERFORMANCE FOR CREDIT
1 half credit, all grades.
Individual weekly lessons are available at $85 per quarter in all orchestral instruments, piano, and organ. Credit may be earned if lessons are accompanied by four practice sessions per week and by participation in one of the Academy's instrumental groups. The same option is available for voice lessons combined with practice and performance in the Glee Club. Under special circumstances, similar credit can be earned for dance.

RELIGION

The half-credit course requirement in Religion for all students who enter the Academy in the ninth or tenth grade is only a part of the religious life of the school, as discussed in more detail on page 43.

RELIGION A
1 half credit, 10th, 11th, or 12th grade.
The Religious Dimension of Life. 'At its heart, all theology is essentially autobiography!' Through the reading of others' life stories and the writing of the student's own, this course is designed to help the student reach an understanding of what "religion" is or may be to his or her life.

RELIGION O
1 half credit, 10th, 11th, or 12th grade.
Biblical Literature. This course will consider the major themes and stories of the Old Testament. It will deal with early Jewish history and theology. Connections will also be made between Old Testament and New Testament events and theology. Throughout the course, in addition to the Bible itself, other related books will be read and discussed.

RELIGION N
1 half credit, 10th, 11th, or 12th grade.
Biblical Literature. This course will consider the events and theology of the New Testament. It will deal with the life of Jesus and the development of the early church in the Mediterranean World. Connections will be made between Old Testament and New Testament events and theology. In addition to the Bible itself, other related books will be read and discussed.

RELIGION E
1 half credit, 10th, 11th, or 12th grade.
Ethics and the Self. A look at the decision-making process and its application to a variety of social and personal issues. Such issues as faith, death, the Holocaust, nuclear arms, prejudice, and personal identity will be dealt with. Papers on these topics will be required throughout the year.

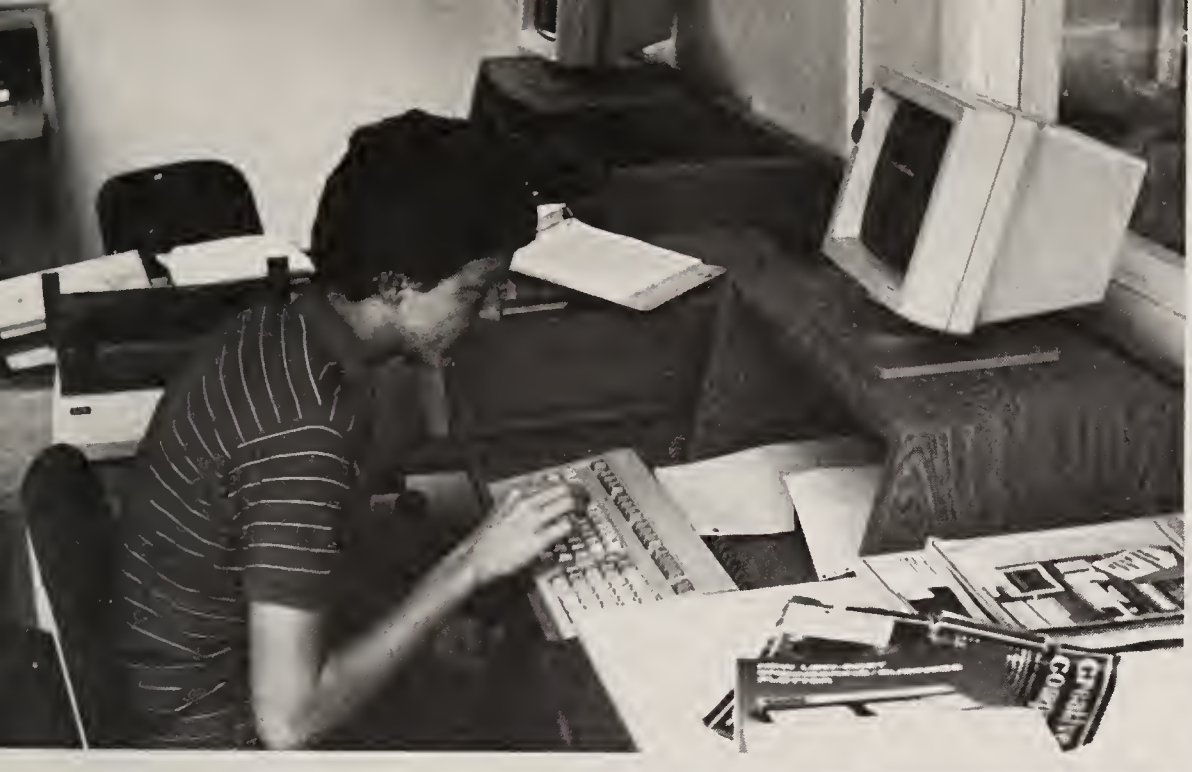
INDEPENDENT STUDY
1 half credit.
Requires consent of the instructor.

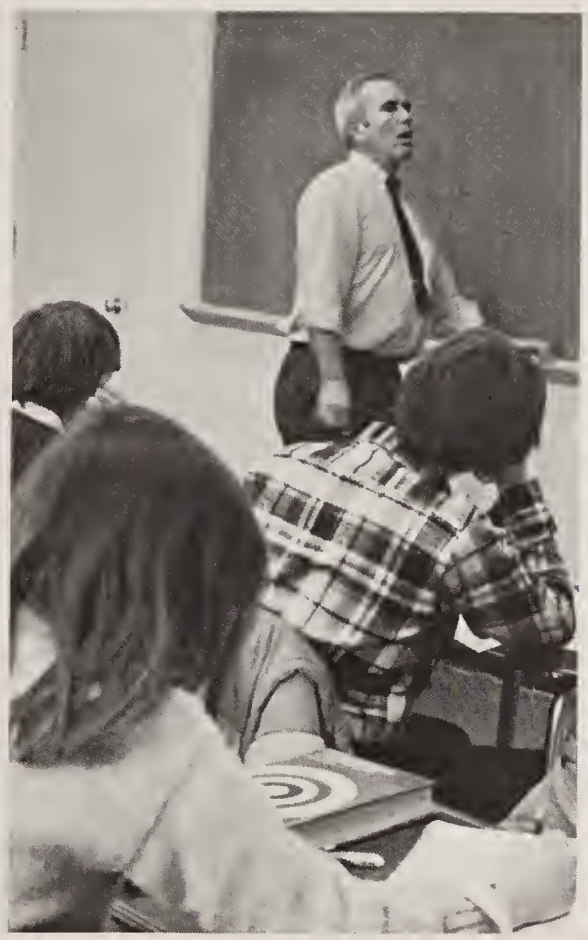
SPEECH

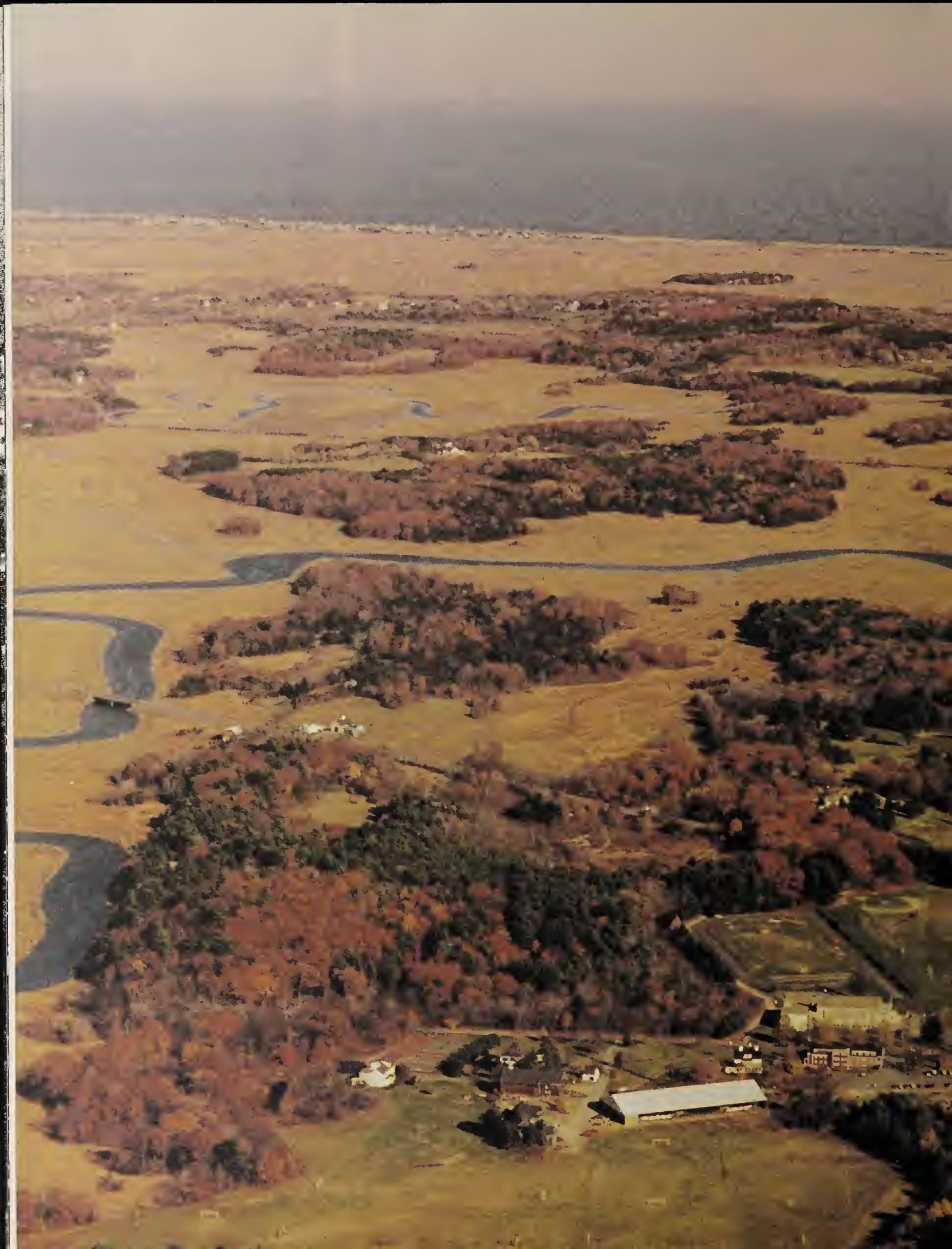
The vast majority of adults, whether in business, professions, or other endeavors, readily admit to having great difficulty standing up in front of an audience to make a presentation. With training and experience individuals can learn to master their fears of speaking. It is possible to turn the energy aroused by these fears to one's advantage and make the individual a more effective speaker.

The keystone to a succesful fulfullment of one's ambitions is communicated by written and/or oral means. The speech program at Governor Dummer is one small step to aid students in achieving greater success.

SPEECH
Required for all seniors.
1 half credit.
Each student is given the opportunity to improve communication skills by making numerous presentations in front of his/her classmates. Speaking and listening skills are developed through speaking to and critiquing each other. Platform presence, delivery style, articulation of ideas, pronunciation, organization of material, and various special techniques are key elements in the course.







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ATHLETIC PROGRAM

Athletics play a major role in a Governor Dummer student's career. They provide another way for the individual to establish respect for himself as well as for others. The program is designed to be broad enough to encompass the interest of most students. Athletics and other afternoon programs are part of a student's commitment to the school and not an extracurricular activity.

Most students are involved in the interscholastic athletic program which normally involves games on Wednesday and Saturday afternoons. Each freshman and sophomore is required to be a player on, or a manager of, an interscholastic squad during each of the three seasons. Juniors are required to be a player on, or a manager of, an interscholastic squad during at least one season. The requirement for each senior is one season of either interscholastic or intramural athletics. The remaining seasons would allow participation in athletics or other facets of the afternoon program.

For those older students less committed to athletics, afternoons offer options outside of the interscholastic program. Seniors may select intramurals, and juniors or seniors may elect to take a Free Athletic Term for two of the three seasons. Free term projects are varied and they provide students the opportunity to pursue special interests in such areas as art, music, drama, creative writing, or community service. As the school strongly believes in some form of regular exercise, physical education classes are required for the student who elects a Free Athletic Term.

On weekends and in spare time recreational sports are available including golf, tennis, bicycling, skating, skiing, hiking, and softball. Sunday trips to hike or ski are organized under the supervision of a faculty member.

The school has twelve playing fields, a fully equipped gymnasium including a dance studio and wrestling and weight rooms, a covered hockey rink, a quarter-mile track, six tennis courts, and a nine-hole golf course.

The Academy fields teams in the following sports: for boys—football, soccer, basketball, ice hockey, wrestling, baseball, lacrosse, spring track, and tennis; for girls—field hockey, soccer, basketball, ice hockey, volleyball, lacrosse, spring track, and tennis; coed—cross country, cross country skiing, dance, and golf. The intramural program offered for seniors each season is also coed. Time and space can limit the number of participants on a squad.

Governor Dummer is a member of the Independent School League, a collection of schools that have agreed to maintain the true spirit of amateur athletics. The Governor's teams are well coached and reflect a pride and enthusiasm that is characteristic of the school.

STUDENT GOVERNMENT

Student leadership and government comes from two sources at the Academy: the Community Council and the Class Officers.

The Community Council represents the ''community'' as a whole and therefore includes voting student and faculty members along with a nonvoting administrative liaison.

The Preamble of the student written Constitution and Bylaws perhaps best sums up the objectives and duties of the Council:

> This constitution is intended to establish a community organization. . .to serve as a link between the administration, the student body, and the faculty of GDA; to legitimize student opinion to the point of it being considered valuable by the school administration; . . .and to provide an opportunity for student leadership.

Within that role, the Community Council may make proposals to the Headmaster concerning school policy, rules, and administration. Further, the Council elects the student members to the Disciplinary Committee and the President and Vice-President of the Council are members of the Headmaster's Advisory Committee.

During the Spring Term, a school-wide election is held to choose a member of the Junior Class to serve as school president for the next school year. This individual will serve as President of the Community Council as well as the representative of the student body to faculty, trustees, and community.

The Class Officers work in the direction of school spirit and class activities.

RULES

First and foremost, Governor Dummer is a community, a group of diverse people in varying stages of development and maturity. So that the Academy can function effectively it is important that the students know clearly what is expected of them and what the consequences of their actions will be, both for themselves and for others. Given this understanding and guided also by the dictates of thoughtfulness, good taste, and consideration for others, the students will be free to make the most of their education.

Of the five major school rules, the Academy considers the honesty regulation to be the most significant. Complete integrity in all matters both personal and academic is expected of each student. The Academy will therefore in no way condone plagiarism, lying, and cheating. It should be noted that violations of the major rules are considered serious and could lead to dismissal from the Academy. The second major rule states that there will be no theft or vandalism of personal or school property; third, that visits by boys and girls to one anothers' dormitories shall be strictly within the conditions outlined in The Rule Book; fourth, that no boarding student shall be out of the dormitory between sign-in time and 6:00 am. without specific permission of the dormitory master, and that day students must be off campus during the same time; and fifth, that no student shall possess or use alcoholic beverages or drugs while under school authority nor return to school from any absence under the influence of alcohol or drugs. Only those students with written parental permission shall smoke and then in designated rooms or lounge areas.

The ''climate'' at the Academy is a function of the appearance and the attitudes of us all. It helps immeasurably if we can take pride in one another. When there is a conflict between personal ''life style'' and the generally established standards of grooming and dress in the school community, students are asked to set aside personal preference in consideration of the interests of the community and the sensibilities of others. The Dress Code varies with the occasion. For everyday classes it is informal attire but not including dungarees and shirts with no collar. For more formal occasions, jackets and ties or dresses may be required.

COUNSELING

All faculty advise and counsel students. The nature of the problem will usually determine the identity of the person with whom students will work on their problems. For boarding students, the corridor master usually acts *in loco parentis* on everyday matters and, in addition, is the primary academic advisor to students on his corridor. Faculty not responsible for a dormitory are assigned as day student academic advisors. Faculty may refer particularly

difficult academic questions to the Director of Studies.

The school also retains a professional counselor who supervises a group of faculty counselors and coordinates with the administration any mental health needs on campus. Students and their families are encouraged to use the services of the counselor for any personal questions or concerns. When necessary, arrangements are made for a student to meet with a counselor off campus. The counselor is available to faculty for consultation about their advisees. In addition, the school minister is available to provide guidance on spiritual and moral problems.

WEEKENDS

Students in good standing are allowed a certain number of weekend overnight permissions depending upon their class. Overnight permissions can occur either on Friday or Saturday. For 1984-85, freshmen are allowed four in the fall, six in the winter, and eight in the spring; for sophomores, six in the fall, eight in the winter, and ten in the spring; for juniors, eight in the fall, ten in the winter, and twelve in the spring; for seniors, unlimited Friday and Saturday overnights. Barring on-campus commitments, this plan enables a student to see friends at home, visit the home of another student, go skiing, spend the day in Boston — to get into the community at large. The short absence permission allows the student to be away from campus for a part of the day. The school reserves the right to restrict an individual to campus if his or her academic or disciplinary record is subject to question. Groups of faculty and students together are established to plan various activities for the entire school community for the four closed weekends each year.

A committee to organize social events is very important at a boarding school such as Governor Dummer Academy. During the week there is not much time for planned social activities because of the full academic, athletic, and extracurricular schedule However, the Social Committee does its best to plan weekend programs which will please the entire community. The Committee consists of one faculty advisor and a group of thirteen juniors and seniors selected by the student body. They meet frequently throughout the week and try to organize interesting events. Saturday night dances are very popular as well as such special events as Monte Carlo Night or the Talent Show. Other activities include regular ''open house'' at the headmaster's residence, exciting volleyball games, skating nights, trips to local fairs, and much more. If these do not interest a student, there are movies for those who prefer a quieter atmosphere. At times it seems an impossible task to satisfy everyone, but a real effort is made to arrange enough variety to make most people happy most of the time.

Weekends can also be a quiet time for pursuing a hobby or for just relaxing. On Saturday mornings school vans are available to transport students to and from Newburyport for shopping purposes. Also, on Saturday mornings students can be found in the art studio, in Driver's Education, in the wood and metal working shop, in the computer or photography rooms, or bicycling around the countryside. Some students do need the weekend for getting caught up in a particular subject, for extra studying for major tests, or for working on long papers. In sum, the weekend can be as busy or as free as one chooses.

DORMITORY LIFE

Dormitory life is a dimension of special importance in the life of the Governor Dummer student. As one dorm master pointed out, it is in the dorm that one really learns to study and to make friends and thus to mature both academically and socially. The dorm atmosphere at Governor Dummer is such that one may study whenever he wishes; at the same time, it is easy to enjoy friends and make new ones.

Each dorm has one or more dorm masters who live in the dorm and serve as faculty advisors for the residents. For underclassmen there are also resident senior proctors who are both student counsellors and just friends to hang around with. In all dorms evening study hours extend from 7:30 p.m. until breakfast the following morning. For freshmen, evening study hall which, as opposed to the more relaxed study hours, is reserved for study only, extends from 7:15-9:15 p.m. Sign-in time is at 9:45, and lights out is at 10:15. For sophomores, the same rules

apply only the above times occur fifteen minutes later. Upperclassmen dorms have study hours from 7:30 until lights out, although juniors have study hall from 7:30-9:30. Sign-in time for upperclassmen is at 10:30 while lights out is at 11:00 for juniors and midnight for seniors. ''Late lights'' may be granted once or twice a week by the dorm master upon request of the student in order that he may finish academic work.

The dorm is a friendly and special place for the Governor Dummer student. In whatever shape or form, the dorm is the student's home base. There he may learn to organize himself in his own fashion, while having access to assistance from fellow students or faculty. Thus, along with his own sundry hobbies and activities, the student may grow in his academic work and in his relations with other people.

DAY STUDENTS

From the start of the school meeting at 7:45 a.m. until the finish of their after class commitments, which often end as late as 5:30 p.m., day students are expected to be on campus. Yet most day students find that their involvement in school life goes beyond the scope of classes and athletics. Drama, club meetings, social events, and simply talking with friends are often causes for day students to find themselves eating dinner on campus and staying into the evening. Since the majority of Governor Dummer's students are boarders, evening meetings of many school activities become both logical and necessary. Day students are not only welcome to participate in such club meetings but have come to play a vital role in these extracurricular activities. Day students are encouraged to meet with faculty during the evenings as well as during the morning conference periods, and many day students find the evening to be an opportune time to make use of the library and language lab facilities as well.

A day students' involvement in school life can be as minimal or as extensive as he makes it, for it is he who determines his role in the school.

DRAMA

The Academy Players of Governor Dummer have put forth astounding energy and talent, especially in the last several years, and theatre promises to grow even better at GDA with over one-third of the students participating in some aspect of production here on campus. The Director of Drama directs the Fall show and the Winter show. Recent Autumn productions have included Friedrich Dürrenmatt's ''The Visit,'' the Broadway version of Bram Stoker's thriller *Dracula*, and Moliere's *Tartuffe*.

The Winter show, traditionally a musical (just the thing to lift the spirits in ice-bound February!) also makes use of a faculty member from the Music Department who acts as vocal and band director. Recent shows like *The Boyfriend, Pippin, Guys and Dolls, and Godspell* have been an energetic burst of dramatic, vocal, dance, and instrumental talent.

The GDA Spring production is directed by a Senior — someone who has demonstrated interest, ability, and dedication to the theatre during his or her time at Governor Dummer. That Senior selects a show, a faculty advisor, a cast, and crew and maintains total responsibility for the production. Recent Spring offerings have been George Orwell's *1984*, Woody Allen's *Play It Again Sam*, and original arrangements of classic one-acts with the theme *Love Through the Ages*.

Rehearsals, until production week, happen in the afternoon. Principal actors and production crew members must, hence, receive an athletic-free-term in order to participate. Such full participation is usually more accessible, therefore, to Juniors and Seniors. But most students who want to be a part of the GDA theatre can do so — in acting, stagecraft, sound, makeup, publicity — wherever!

In addition to the three seasonal productions, students have the chance to use Activity Period, if they wish, to prepare smaller scale plays or readers' theatre. The Theatre of Newburyport and the Childrens' Theatre of Newburyport both enhance our program by their presence on campus, presenting public performances of their own shows and giving an occasional drama workshop for GDA students. The Academy is a member of the Inter-National Thespian Society.

EXTRACURRICULAR ACTIVITIES

Governor Dummer offers a wide range of extracurricular activities. Various clubs and organizations meet throughout the course of the school year giving students the opportunity to participate in areas of special interest.

Each year students are actively involved in the Outing Club, the Photography and Chess Clubs, the German and Spanish Clubs, the Black Student Union, the Women's Discussion Group, the Bible Study Fellowship, the Greenhouse Club, the Pottery Club, and the Rifle and Shotgun Club. For students with a particular interest in music, there are regularly scheduled rehearsals for the Jazz Band, the Chamber and Jazz Ensembles, and the Glee Club. Student publications include the school newspaper, THE GOVERNOR; the school yearbook, THE MILESTONE; and the school literary magazine, SPIRE.

A student's everyday life at Governor Dummer is truly enhanced with participation in extracurricular activities. The school encourages all of its students to pursue involvement in areas that clearly lead to further growth and enrichment.

HUMANITIES

Governor Dummer's proximity to Boston led to the development of the off-campus humanities program. Through trips sponsored by the program students are able to broaden their experience in the worlds of theater, music, and art. Boston has an active theater season, as well as the Boston Symphony Orchestra, the Museum of Science, the Fine Arts Museum, and many other institutions. The large number of colleges and universities provides the opportunity to see good amateur theater.

As part of the requirements for a diploma, every student must attend at least three off-campus humanities events per year. Recently students have seen *The Crucible, Equus, Traveler in the Dark, Cats, The Real Thing, Turandot,* American Ballet Theatre, *American Buffalo,* and Alvin Ailey.

Visits to various museums of science and art are scheduled for rare free afternoons. This variety of cultural activities affords all students the opportunity for personal growth beyond academics and athletics.

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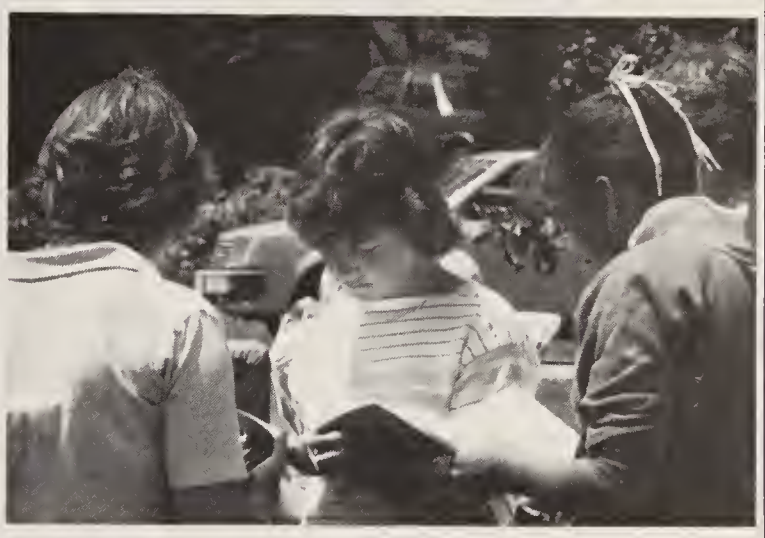
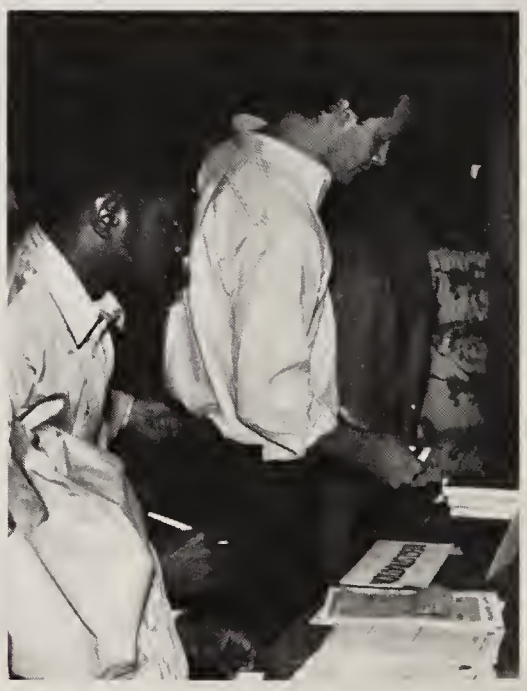


COMMUNITY SERVICE

The Academy's Community Service Program provides volunteer aid to Newburyport area service agencies while broadening the student through educationally valuable experiences. Under the supervision of the program director, students may become involved in various activities in nearby communities including assisting at nursing homes and day care centers, working at the Y.W.C.A. pool, the Anna Jaques Hospital, local schools and museums, and public agencies. Through the Community Service Program, Governor Dummer Academy students thoroughly promote and organize the fall and spring Red Cross Bloodmobile drives. The program is open to a limited number of juniors and seniors for at most two terms a year and very often points the way to senior projects or, sometimes, to summer employment arising from the experience. Students are involved in the program in the afternoons after classes, Monday through Friday, with an occasional group meeting at GDA, which is a time for workshops, sharing experiences, or benefiting from guest lectures.



RELIGIOUS LIFE

For a decade and a half in the early years of the eighteenth century, William Dummer served as Lieutenant Governor of the Massachusetts Bay Colony. A man of ''strict integrity and warm benevolence,'' he provided for the establishment of his academy by the very first stipulation of his will. He named three friends as Trustees in that document: two of them ministers of the First Church of Boston, the third a solid citizen and gentleman farmer in the Town of Newbury. Further reflecting the Governor's intent, the Act of Incorporation in 1782 designated the endowment of the Academy to the purpose of ''maintaining and supporting masters and teachers *for the promotion of piety and virtue;* and for the instruction of youth . . .''

In 1978 the Trustees of Governor Dummer reaffirmed ''that the school is by charter, history, and intent a school within the Judeo-Christian tradition.'' ''They further reaffirm their conviction that it is the responsibility of the Academy to provide for the spiritual as well as the intellectual and physical development of the students . . . Finally they recognize that the cultivation of the spirit should be pursued concurrently along a number of pathways.''

Religion at Governor Dummer is, therefore, fostered through the life of the school community; voluntary religious discussion groups, including a Bible Study Group and a Jewish Fellowship; retreats; special services throughout the year; weekly chapel services required of the

whole school, focusing upon questions of religion and ethics; opportunities for involvement in local churches and synagogues; and the course requirement as described in the curriculum.

ADMISSIONS

Governor Dummer seeks students for whom it believes it can do the most and who seem likely to contribute most to the school in one way or another. Evidence of good character and ability to do Governor Dummer work are the first requisites sought by the Admissions Committee. The Committee takes into consideration grades, test scores, recommendations, extracurricular abilities, interview impressions, and any other information available about the candidate.

Most new students enter Governor Dummer in the ninth and tenth grade years. There are a few places open each year for eleventh grade applicants.

In recent years the student body has numbered 340, including 210 boarding students and 130 day. The proportion of girls to boys in the school is about 1 to 2 and will likely remain the same. The school is planning a gradual shift in the numbers of boarding and day students to eventually increase the percentage of boarding students.

The school is interested in having boarding students from all sections of the country. There is no geographic limit to the area from which a day student may apply, with the understanding that the Academy does not furnish transportation.

Governor Dummer Academy admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, or national and ethnic origin in administration of its educational programs, and athletic and other school administered programs.

Admissions procedures begin with the filing of the final application (found in the back of the catalogue) along with a non-refundable application fee of $25. Other forms, including a request of school records, teacher and personal recommendations, and a student questionnaire, will be sent to the candidate at the appropriate time, but not before November 15. Either before or after application a visit to the Academy by *appointment* for a tour and interview is urged, though not required. If distance makes it impractical for a candidate to visit the campus, the Admissions Office will try to arrange an interview with an academy representative elsewhere. The Secondary School Admission Tests, administered at centers throughout the world, are asked of all candidates. The SSAT will be given on five Saturdays in 1984-85: December 8, 1984; January 19, 1985; March 2, 1985; April 27, 1985; and June 15, 1985. On January 19 and April 27, 1985, the test will be administered in foreign countries as well as in the United States. On February 9, 1985, there will be an administration of the SSAT in Washington, D.C., and Atlanta, Georgia. It is strongly urged that all candidates take the SSAT on the December or January test dates.

For candidates applying for entrance in September 1985, the deadline for receiving all application materials is February 1, 1985. Governor Dummer will notify all candidates of its decision on March 10. For those accepted, replies are due by April 10.

SCHOLARSHIP PROGRAM

Governor Dummer believes strongly that students who will make a real contribution to the school should not be prevented from attending simply for financial reasons. Each year a sum is made available from gifts, endowments, and other funds to provide financial aid for such students. GDA awards scholarships to students of any race, creed, color, or national origin. Financial aid will be awarded in the form of direct assistance, student loans, or a combination of both. There is no set schedule of scholarships, the awards depending upon the strength of the student's qualifications and financial need. Parents applying for such aid are asked to fill out a School Scholarship Service form which will be sent if need for aid is appropriately indicated on the final application for admission. This form must be submitted each year, as scholarship awards are reviewed annually. Both boarding and day students may qualify for scholarship aid.

The Student Loan Program

at Governor Dummer was established to enable the Academy to provide financial assistance to a larger number of students each year. Loans are available to students whose families are unable to meet the full tuition costs as determined by the guidelines of the School Scholarship Service. Most students who are scholarship recipients will receive a loan as part of their aid.

There is a special policy for day students from the Town of Newbury and the Byfield Parish. If need is indicated by the School Scholarship Service form and the student qualifies for admission, he or she will be awarded up to $1,000 in scholarship aid. If aid beyond $1,000 is needed, it must be earned in competition with other applicants from beyond the Town or Parish.

EXPENSES

The school establishes its operating budget on the basis of enrollment of all students for the entire academic year. Therefore, no refund of tuition and fees paid, nor cancellation of such obligations will be made. In view of this obligation, the Tuition Refund Plan will be made available with the first tuition bill. This program will provide the opportunity to insure fees in the event of absence or separation according to the terms of the policy.

Over the four year period that a student may spend at the Academy, it is unlikely that tuition will remain fixed. Significant cost increases will inevitably necessitate tuition increases and/or special surcharges caused by unexpected changes in our economy.

BOARDING STUDENT EXPENSES

The current annual charge is $10,300 payable in installments of: $400 initial payment due May 1; $4,750 second payment due August 1; $5,150 third payment due December 1. Payment may be made through any one of the various bank or insurance company plans, details of which are available on request. This charge covers tuition, room and board; outpatient treatment at the infirmary and some additional infirmary expense; dormitory room furniture; use of library and laboratories with their equipment; athletic uniforms and helmets (not shoes); and other items.

DAY STUDENT EXPENSES

The current annual charge is $7,000 payable in installments of: $250 initial payment due May 1; $3,250 second payment due August 1; $3,500 third payment due December 1. It, too, may be paid through one of the commercial installment plans. The charge covers tuition, luncheons and occasional other meals, and the use of all facilities available to boarding students except residence in a dormitory or the infirmary.

ADDITIONAL EXPENSES

There will be various additional expenses which vary widely with individual students. Parents will be asked to establish with the school a deposit account of $150, against which students charge extra expenses, and to replenish the deposit account when it falls below $75. Such expenses may include some, though hardly all, of the following: books, school supplies, sweat suits, subscriptions to school publications, team photographs, club membership fees, $30 social activities assessment College Board examination fees, transportation to and from Boston at vacation periods, optional bus trips, athletic footwear, hockey and lacrosse sticks and gloves. There will be an annual $20 fee for day students and a $50 fee for boarding students to cover expenses incurred at the school Health Center for treatment of illness or accident, ordinary medicines, and the services of the school physician or psychologist. Additional expenses average about $700 per year for boarding students and $500 for day students. A laundry service, offering the use of blankets and linens (including towels) as well as the cleaning of personal laundry and dry cleaning, is available through the school at $415 per school year.

ORIGINAL SCHOOL HOUSE

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Heather Blair '77
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Archer B. desCognets '49
Lincoln

Stephen C. Dunfey '75
Hampton, New Hampshire

Tracie Ackerman Fornaro '77
Duxbury

J. Windsor Frost '39
Weston

Mary Weldon Karlin '76
Manchester, New Hampshire

Fiona Harris Lubbock '75
Beckley, West Virginia

Pamela J. McElroy '74
New York, New York

Howard J. Navins '31
Byfield

Richard H. O'Leary '75
New York, New York

Benjamin Pearson, Jr. '44
Byfield

William H. Ryer '48
Winchester

Jonathan B. Sendor '74
Chicago, Illinois

Peter M. Sherin '59
Boston

William B. Whiting '59
Topsfield

John R. Whitney, Jr. '44
Dedham

Benjamin T. Wright '40
Belmont

ALUMNI TRUSTEES

Brian P. Lenane '72
Topsfield

Richard H. O'Leary '75
New York, New York

TRUSTEES EMERITI

Morris P. Frost '35
Queenstown, Maryland

Lispenard B. Phister
Newbury

FACULTY EMERITI

Edgar Daniel Dunning, 1930-1966
Instructor in Mathematics and Business Manager Emeritus

Thomas McClary Mercer, 1930-1969
Instructor in English Emeritus

A. Macdonald Murphy, 1931-1974
Instructor in English Emeritus

Howard Julius Navins, 1936-1977
Instructor in Latin and Speech Emeritus

Arthur Woodbury Sager, 1930-1969
Instructor in Speech Emeritus

Benjamin Johnson Stone, 1932-1975
Dean of Faculty Emeritus

John James Witherspoon, 1947-1980
Instructor in History, Administration Emeritus

FACULTY 1984-85

Peter Wilkinson Bragdon
Headmaster
Harvard College 1959, B.A.; Harvard Graduate School of Education 1960, M.A.T.
Appointed July, 1983.

George Heberton Evans, III
Mathematics
Princeton University 1949, A.B.
Appointed January, 1949.

David Michael Williams
Department Chairman, History
Franklin and Marshall College 1950, A.B.; University of Pennsylvania 1951, M.A.
Appointed September, 1951.

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Amherst College 1950, A.B.
Appointed September, 1954.

William Hartley Sperry
College Advisor, History
Gettysburg College 1950, A.B.; Duke University 1953, M.A.
Appointed September, 1954.

Robert Edward Anderson
Director of Athletics, Biology
Kenyon college 1957, A.B.
Appointed September, 1957.

Richard N. Leavitt
Dean of Faculty, Director of Studies, Mathematics
Amherst College 1964, A.B.; Bowdoin College 1971, M.A.
Appointed September, 1964.

Pierre Nino Baratelli
Department Chairman, Languages; French; Director of Humanities Program
University of Colorado 1956, B.A.; 1959, M.A.; University of Dijon; University of Texas.
Appointed September, 1967.

Michael A. Moonves
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Trinity College 1966, B.A.
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Juniata College 1963, A.B.; Rutgers University 1966, M.A.
Appointed September, 1970.

Alexander Weld White
Spanish
Trinity College 1967, B.A.; New York University 1972, M.A.
Appointed September, 1971.

David Swydan Abusamra
French, Spanish
Holy Cross College 1969, B.A.; Middlebury College 1970, M.A.
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Laurel Elizabeth Abusamra
French
Hollins College 1969, B.A.;
Middlebury College 1970, M.A.
Appointed September, 1972.

Richard Thompson Mechem
English
Harvard College 1968, A.B.;
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Appointed September, 1973.

Donald A. Champoux
Business Manager
Business College
Appointed January, 1974.

Dorothy Miller Ogden
Associate Director of Admissions
Allegheny College
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Elizabeth Blake Clark
Athletics
University of Denver 1972, B.A.
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Joanna Gould
English, Language Study
Cambridge University (England) 1960, B.A.;
1964, M.A.
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Mt. Mary College 1965, B.A.;
Loyola University 1967, M.S.W.
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Michael Kent Mulligan '71
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Middlebury College 1975, B.A.; 1983, M.A.;
Harvard University 1984, Ed.M.
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Salem State College 1971, B.S.;
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Appointed September, 1978.

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Boston University 1976, M.A.
Appointed September, 1978.

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M.A.
Appointed September, 1978.

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Williams College 1977, B.A.;
University of New Hampshire 1983, M.S.T.
Appointed September, 1979.

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English
University of London 1974;
Dartmouth College 1975, A.B.;
University of Michigan 1977, M.A.
Appointed September, 1979.

Robert S. Reed
Chemistry, Electricity
Union College 1972, B.S.
Appointed September, 1979.

Carol Hawkins Rowe
Mathematics
Middlebury College 1955, B.A.;
Harvard University 1956, M.A.T.
Appointed September, 1979.

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Department Chairman, English
Princeton University 1953, B.A.;
Harvard University 1956, M.A.T.;
Trinity College 1965, M.A.
Appointed September, 1979.

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Boston University 1964, B.S.
Appointed September, 1980.

Robert Hobart Colgate
Dean of Students, Mathematics
Gettysburg College 1969, B.A.;
University of New Hampshire 1980, M.Ed.
Appointed September, 1980.

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Assistant Director of Athletics, Physical Education
University of New Hampshire 1980, B.S.
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Mathematics, Physics
Northeastern University, 1966, A.B.;
Clarkson College 1970, M.S.
Appointed September, 1980.

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Worcester Polytechnic Institute 1969, B.S.;
Northeastern University 1972, M.Ed.;
San Francisco State University 1977, M.A.
Appointed March, 1981.

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Colby College 1976, B.A.;
Middlebury College 1983, M.A.
Appointed September, 1981.

Lawrence J. Tretler
English, Drama
Adelphi University 1972, B.A.;
City University of New York 1973, M.A.;
Bowling Green State University 1976, Ph.D.
Appointed September, 1981.

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Art
University of Colorado 1959, B.A.;
Goddard College 1974, M.S.
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Lynda Fitzgerald Bromley
Latin
University of Vermont 1969, B.A.
Appointed September, 1983.

John Douglas Friborg
History
Williams College 1978, B.A.;
University of New Hampshire 1983, M.A.
Appointed September, 1983.

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Biology
University of Vermont 1979, B.S.
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Hamilton College 1979, A.B.
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Gordon-Conwell Theological Seminary 1983, M.Div.
Appointed September, 1984.

Sue A. Dougherty
Mathematics
Potsdam State University 1975, B.A.;
St. Lawrence University 1980, M.Ed.
Appointed September, 1984.

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Wright State University 1980, B.A.;
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Appointed September, 1984.

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Gordon College 1978, B.A.,
Northeastern University 1979, M.Ed.
Appointed September, 1984.

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Mathematics
Norwich University 1971, B.S.;
University of New Hampshire 1980, M.Ed.
Appointed September, 1984.

SPECIAL FACULTY

Christine M. O. Aiello
Music

Nancy Marculewicz
Art, Photography

J. Peter McDonnell
Athletics

Donna M. Roaf
Dance

SPECIAL STAFF

Robert Aldridge
Guitar

Martha Beasley
Special Tutoring

Robert Corthell
Drivers Education

David M. Grant
Machine Shop

Florence C. Pearson
Violin

Elizabeth Paszko
Math Tutor

Nancy Perkins
Typing

Isaiah Suggs, Jr. and Sarah Bodge
Advisors, Black Student Union

STAFF

Anita Chase
Assistant to the Librarian

Evelyn L. Davis
Secretary, Development Office

Marlene H. Demeri
Secretary

Marilyn Diehl, R.N.
Resident Nurse

Irene P. Freeman
Administrative Assistant to the Headmaster and to the Assistant Headmaster

Frances M. Gurczak
Receptionist

Sandra M. Keyes
Secretary to the Director of Development

Susan Keilty
Assistant Secretary

H. Lester Kirkpatrick
Buildings and Grounds Superintendent

Patricia LeBuff
Assistant to Bookstore Manager

Sylvia B. Lunt
Assistant to the Business Manager
Edward B. Marsh, Jr., M.D.
School Physician

Deborah McCarthy
Assistant Secretary

Charlene F. Patten
Secretary, Admissions Office

Elizabeth C. Perkins
Assistant Bookkeeper

Marguerite A. Perry
Secretary, Admissions Office

Luceille Roaf
Bookstore Manager

Marjorie J. Rouisse
Bursar

Joan C. Ryan
Secretary, Athletic Department

Susan T. Savage
Secretary

Eugene H. Sumner
Director of Food Service

Susan True
Assistant Secretary

Patricia G. Wall, R.N.
Head Nurse

Jeanette Woodbury
Secretary

GOVERNOR DUMMER ALLIES

The Governor Dummer Allies is an organization of men and women whose purpose is to preserve and upbuild the historic institution, Governor Dummer Academy; to increase and extend its educational powers; and to foster interest in the school.

The Allies are made up of parents, faculty, and friends of the Academy who support and help the Academy in numerous ways. If the Drama Club needs new lighting, the Allies try to provide it; if a new club such as the Greenhouse Club wants to organize, the Allies start them off with pots and seeds; and if a student finds his or her family is suddenly in financial distress midway through the school year, the Allies try to provide funds to keep that student in school.

TRAVEL INSTRUCTIONS

The Academy is readily accessible by automobile. U.S. Route No. 1 passes the edge of campus 35 miles north of Boston, three miles north of the intersection of state Route No. 133 with U.S. Route No. 1, and five miles south of Newburyport. Visitors who arrive via Interstate Route No. 95 in Byfield, the school mailing address, find themselves with 2½ miles of country roads (and five forks) to traverse in order to reach the school. Appropriate signs hopefully make this possible, but U.S. Route No. 1 is much easier. Buses between Boston and Portland, Maine, stop in Newburyport. Logan International Airport at Boston is the nearest airport handling commercial planes. Private planes may most conveniently land at Beverly, Lawrence, or Plum Island.

TELEPHONE

The school is served by the Newburyport, Massachusetts, telephone exchange. The number is (617) 462-6643.

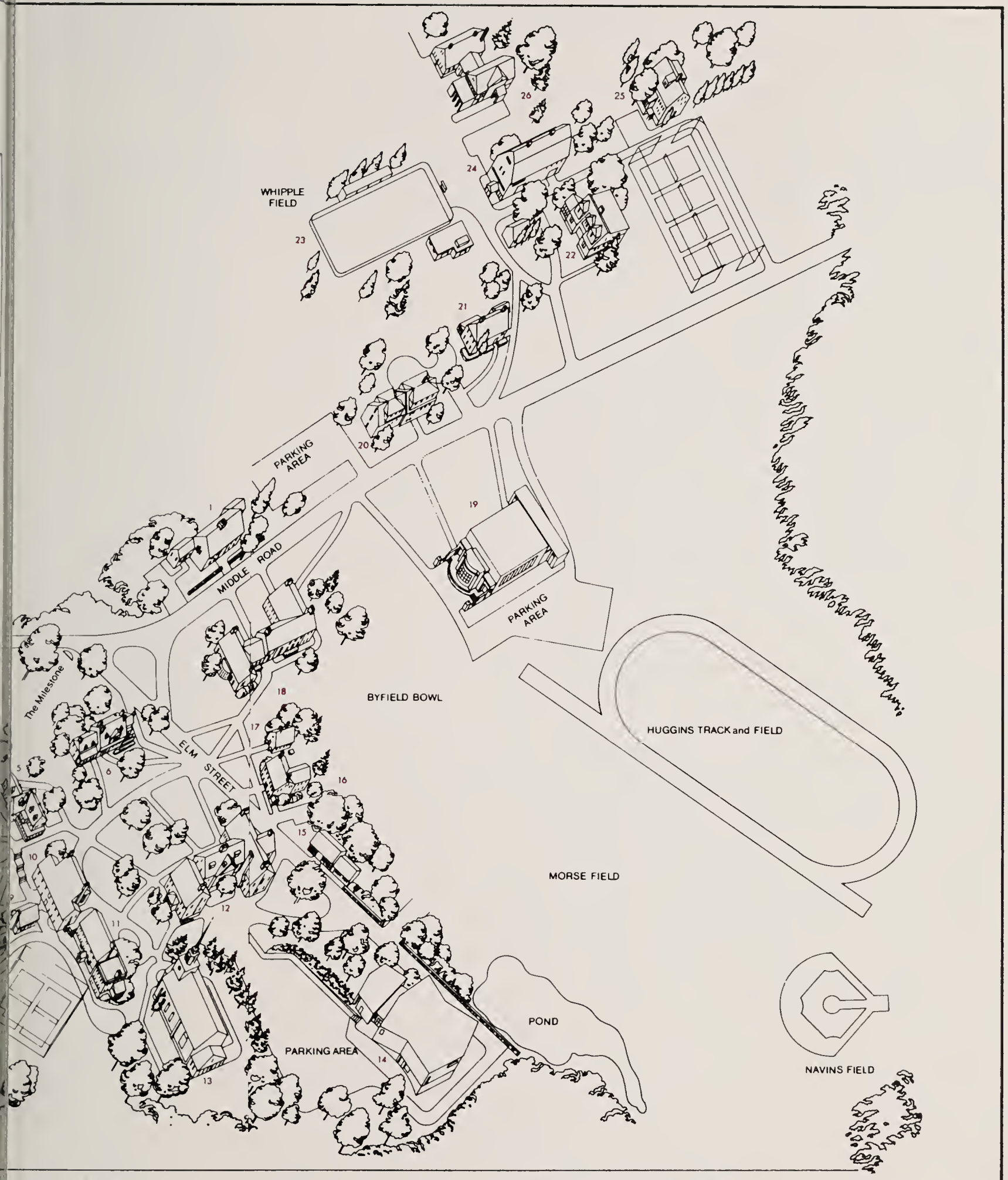
GOVERNOR DUMMER ACADEMY

BYFIELD, MASSACHUSETTS

Founded 1763

LEGEND

1. French Student Union
2. Ingham House
3. Eames House
4. Parsons Schoolhouse
5. Commons
6. Mansion House
7. Duncan House (Infirmary)
8. Mason Cottage
9. Noyes Library
10. Schumann Science Center
11. Peirce Hall
12. Phillips Building-Admissions
13. Moseley Chapel
14. Thompson Performing Arts Center
15. Kaiser Visual Arts Center
16. Moody House
17. Little Red Schoolhouse
18. Frost Building
19. Alumni Gymnasium
20. Perkins Hall
21. Boynton House
22. The Cottage
23. Murphy - Frost Arena
24. The Barn
25. The Farmhouse
26. Maintenance Shops


WHIPPLE FIELD
PARKING AREA
MIDDLE ROAD
PARKING AREA
BYFIELD BOWL
HUGGINS TRACK and FIELD
The Milestone
ELM STREET
MORSE FIELD
POND
PARKING AREA
NAVINS FIELD
U.S. ROUTE 1
NEWBURYPORT ⟶ (North) 5 MILES

NOTES

FOUNDED IN 1763

GOVERNOR DUMMER ACADEMY
Byfield, Mass. 01922

FINAL APPLICATION FOR ADMISSION

In order to receive consideration, this application must be accompanied by a check payable to Governor Dummer Academy in the amount of $25.00. This is a processing fee and is not returnable regardless of the action taken by the school. We would like to request that you enclose a recent photograph of the candidate. Particularly if there is no opportunity for a personal interview, feel free to include a separate sheet telling us whatever you wish about the applicant's strengths and weaknesses, interests, activities, and health.

Please print or type:

Candidate's full legal name: _____ Sex: Male _____ Female _____

Nickname or name used by family: _____ Exact date of birth: _____

Place of birth: __ Citizen of what country? _____ Social Security No.: _____

Full name of father: _____ Is he living? _____

Full name of mother: _____ Is she living? _____

Are parents divorced? _____ Separated? _____ If either, with which parent does the applicant live? _____

Full name of stepfather or stepmother: _____

Names and ages of brothers and sisters: _____

Home address: (Street) _____

(City) _____ (State) _____ (Zip Code) _____

(Telephone Number, Area Code) _____

Father's business address: (Firm name, if any) _____

(Position or Title) _____

(Street) _____

(City) _____ (State) _____ (Zip Code) _____

(Telephone Number, Area Code) _____

Mother's business address: (Firm name, if any) _____

(Position or Title) _____

(Street) _____

(City) _____ (State) _____ (Zip Code) _____

(Telephone Number, Area Code) _____

To which address should bills be sent? _____ School reports and letters? _____

Relatives who attend or who have attended Governor Dummer (Name, Class, Relationship): _____

_____

_____

Financial reference: (Name) _____

(Address) _____

_____

With whom should the Headmaster or Dean communicate in an emergency if the student's immediate family cannot be reached? If a foreign student, please name a person to contact in the United States.

(Name) _____

(Address) _____

_____

(Relationship to the student) _____

(Telephone Number, Area Code) _____

School currently being attended: (Name) _____

Current class: _____ (Address) _____

(Telephone) _____

Check class which student would enter:

Freshman (9th grade)_____ Sophomore (10th grade)_____ Junior (11th grade)_____

Check whether applicant is applying as a boarding student _____ or as a day student _____

Application is made for admission in September 19 _____ Is scholarship aid necessary? _____

In consideration of the undertaking by the Admissions Office to process this form, the undersigned agrees that the information furnished on this Application for Admission form, together with all information and materials of any kind received by the Admissions Office from any source, or prepared by anyone at its request, shall be completely confidential and shall not be disclosed to anyone, including the candidate and his/her family, except that the Director of Admissions may, for official purposes in his discretion, disclose any part of all thereof to such person or persons as he deems advisable.

Signature of parent or guardian:_____ Date _____

This application and the non-refundable $25 fee should be returned to:
Director of Admissions, Governor Dummer Academy, Byfield, Massachusetts 01922.
All other necessary admissions forms will be mailed to the candidate at the appropriate time, but not before November 15.

Governor Dummer Academy does not discriminate on the basis of race, color, religion, or national and ethnic origin in administration of its school programs.

GOVERNOR DUMMER ACADEMY

BYFIELD, MASSACHUSETTS

Founded 1763